DOCUMENT RESUME

ED 230 743 CE 036 167

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TITLE A Model Guidance Program for Postsecondary Vocational-Technical Schools in Arkansas.
INSTITUTION Quapaw Vocational-Technical School, Hot Springs, AR.
SPONS AGENCY Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE 30 Jun 83
NOTE 77p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Counseling; Confidentiality; *Counseling Services; *Counseling Techniques; *Counselor Role; Counselor Teacher Cooperation; Employment Potential; Extracurricular Activities; Group Counseling; Guidelines; Individual Counseling; Inservice Teacher Education; Job Placement; Job Skills; Postsecondary Education; Program Development; Public Relations; Recordkeeping; Remedial Instruction; *School Counseling; School Counselors; Student Financial Aid; Student Records; Student Recruitment; Technical Education; Testing; Vocational Education; Vocational Followup; *Vocational Schools
IDENTIFIERS Arkansas

ABSTRACT

Developed through a pilot project in Arkansas, this guide provides counselors with essential information and materials for conducting a counseling program in postsecondary vocational-technical schools. The guide is organized into 10 chapters that cover the following topics: counseling in the vocational-technical school (including the basics of counseling, skills in counseling, group counseling, and counseling ethics), testing in the vocational-technical school, remedial and related courses, financial aid administration, student records, student activities, placement and follow-up, employability skills, inservice training, and recruiting and public relations. Related sources of information and materials are included in each chapter. Appendixes contain blank forms for counseling, testing and referral, financial aid, student records, placement and follow-up, and inservice surveys. A bibliography completes the document. (KC)

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A MODEL GUIDANCE PROGRAM FOR POSTSECONDARY VOCATIONAL—TECHNICAL SCHOOLS IN ARKANSAS

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Vocational and Technical Education Division
Arkansas Department of Education
Exemplary Programs
Capitol Mall West
Little Rock, Arkansas 72201

A Vocational Exemplary Project
Funded Under the Provisions of
Subpart 3 of PL 94-482
Don Harlan, Supervisor
June 30, 1983

CE036147

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INTRODUCTION

Guidance has long been a neglected area in Arkansas' vocational-technical schools. Proper selection and adjustment of trainees is important in order for training to be successful. Each student's choice of training should be based on occupational and educational opportunities and requirements; and information about the student's aptitudes, abilities, interests, and other personal data.

Students must be served in areas other than the primary one of instruction. Each person is a social and emotional being with needs which must be met if training is to be successful. Vocational-technical schools serve a wide variety of students. The student population consists of a diversity of age levels, educational backgrounds, and work experience levels. This varied population will also exhibit varied needs. The instructor cannot meet all of these needs.

Barriers sometimes exist that hinder successful training completion. These barriers may include family problems, financial worries, lack of education, lack of employment skills, handicaps, and sex-role stereotyping. Problems such as these inhibit the learning process and may force the student to discontinue training. Vocational-technical schools should provide not only a sound occupational training program, but should also provide the skills needed for effective adult living.

TARGET GROUPS

The guidance program consists of a variety of services. The counselor coordinates with every staff person in the school to provide the services needed. The counselor, first of all, provides services to students. These may include orientation, group testing, occupational information, financial aid, individual and group counseling, career days, employability skills training, and club activities. Secondly, the counselor provides services to the staff. The counselor gives pertinent information about the student to the instructor, serves as a referral source for instructors, assists instructors with special problems, assists in inservice training programs, aids instructors in placement and follow-up, and provides research information needed by instructors. Thirdly, the counselor provides services to the administration. The counselor may aid in curriculum development, evaluation of the school and its programs, assistance in student placement in class, obtaining research information, and providing information on problem cases. Lastly, the counselor can provide services to the community. The counselor may serve as a link between the school and outside agencies such as other public schools, social agencies, employment agencies, and business and industry. The counselor can also make the community more aware of the services provided by the vo-tech school.

PROJECT OUTLINE

The overall purpose of this project was to develop and implement a student-oriented guidance service for postsecondary vocational-technical schools. The objectives were:

A. *To develop a pilot assessment program to provide testing, occupational information, and counseling for students entering vo-tech schools;*

B. *To offer individual and group counseling and referral for those students who have been determined to have special needs;*

C. *To develop and implement inservice training programs for the staff of the vo-tech school and inform them of the services of the guidance program;*

D. *To work closely with instructors, employment services, and industry to enable students to obtain employment after training is completed, and to implement a follow-up program to aid in evaluation and provide further assistance to the students.*

The following describes the major steps required to meet each objective.

A. 1. **Select and order testing materials.** The standard tests given to each enrolling student utilized by the grant project were the General Aptitude Test Battery (GATB) and the Metropolitan Achievement Test to measure reading, math, and language. The California Occupational Preference Survey (COPS) was used on a limited basis for students who wanted or needed an interest test. Pencils, scratch paper, and a stopwatch are also required.

2. **Gather occupational information materials.** These should include an Occupational Outlook Handbook and a Dictionary of Occupational Titles.

3. **Schedule students for testing.** When students fill out an application, they should be scheduled for the next available test date. If the GATB test is used, usually only about twenty-five students can be scheduled at a time. Most of the time, some of these students will not show the first time they are scheduled. Students who do not show should be rescheduled for a later date.

4. **Interview students individually.** Testing requires approximately four hours for administration and ten minutes per student for scoring. Students should be scheduled for interviews later that day or the next. In the interview the test scores, occupational information, course selection, financial aid, and barriers to training should be discussed.

5. **Examine special needs.** Students who need further or continuing assistance should be noted for contact later by the counselor. Those who need remedial courses should be scheduled, and related courses which will contribute to the student's knowledge should be examined and discussed with the course instructor.

B. 1. **Visit the classes.** Once school starts, the counselor should visit all the classes to explain the services of the guidance program. At that time the counselor can extend an invitation for students to visit his/her office if they have needs or problems to discuss.

2. **Investigate community resources.** The counselor should establish contact with all agencies and services in the community for which a student may exhibit a need. The services offered by the agency, along with the requirements for application, should be explored.

3. **Examine the need for group counseling.** The counselor must first determine if a

time period exists for group counseling and if instructors are willing to allow students to participate. Then a survey may be conducted to determine topics of interest to the students.

C. 1. **Conduct a survey to determine topics to be covered in inservice.**

2. **Examine resources in the community.**

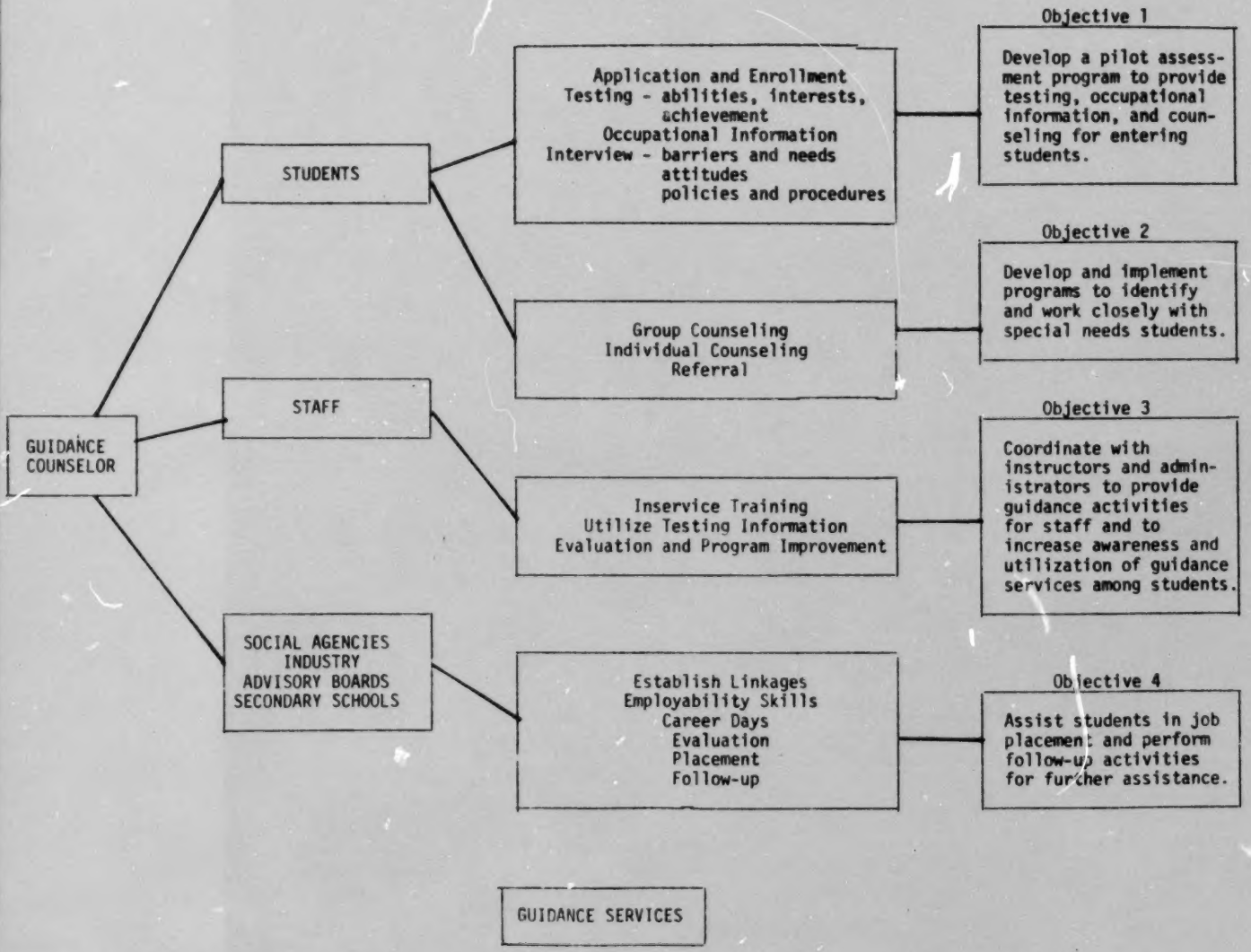
D. 1. **Establish an advisory board for the guidance program.** This board should be made up of a cross-section of individuals from the community including other school counselors, social agency workers, employment service personnel, and personnel managers from business and industry.

2. **Coordinate with instructors.** The counselor can offer assistance to the instructors in making initial contacts with industry and helping students prepare for interviews.

3. **Prepare student follow-up form and establish procedures.** The counselor will usually contact students by letter, telephone, and in person to determine employment status. Students should be encouraged before graduation to report back to the school when employment is obtained.

4. **Prepare employer survey form and establish procedures.** Employers who have hired vo-tech graduates should be polled to determine their level of satisfaction with the performance of the former students.

The counselor may want to expand the guidance program further by assisting with or assuming responsibility for financial aid administration, student records, student activities, employability skills, and/or recruiting and public relations. The following chapters attempt to examine all the areas which may be involved in a guidance program with suggestions, procedures, and sources of further information. It is hoped that this manual can serve as a starting point and a resource guide for persons who will be providing guidance services in the vocational-technical area.


GUIDANCE COUNSELOR
STUDENTS
STAFF
SOCIAL AGENCIES
INDUSTRY
ADVISORY BOARDS
SECONDARY SCHOOLS
Application and Enrollment
Testing - abilities, interests, achievement
Occupational Information
Interview - barriers and needs
attitudes
policies and procedures
Group Counseling
Individual Counseling
Referral
Inservice Training
Utilize Testing Information
Evaluation and Program Improvement
Establish Linkages
Employability Skills
Career Days
Evaluation
Placement
Follow-up
Objective 1
Develop a pilot assessment program to provide testing, occupational information, and counseling for entering students.
Objective 2
Develop and implement programs to identify and work closely with special needs students.
Objective 3
Coordinate with instructors and administrators to provide guidance activities for staff and to increase awareness and utilization of guidance services among students.
Objective 4
Assist students in job placement and perform follow-up activities for further assistance.
GUIDANCE SERVICES

CHAPTER I

COUNSELING IN THE VOCATIONAL-TECHNICAL SCHOOL

The guidance counselor in the vocational school setting will spend a great deal of time counseling with and interviewing students. This counseling may take a variety of forms. An initial contact is made by the counselor to each prospective student as this person either telephones or visits the school. In this instance the counselor primarily performs an information-giving role. The counselor explains enrollment procedures, course offerings, financial aid programs, and answers any questions that the prospective student may have.

An interview is set up with each enrolling student after testing. The counselor serves as an interpreter of tests and provides the entering student with information to help him/her decide the best choice of training area. At this time, all three of the major types of counseling may come into play: vocational, educational, and personal. The student may need occupational information and assistance in deciding upon a career goal. The student may exhibit educational needs which must be discussed and a plan of action decided upon. Some students may see barriers to successful completion of a program. These barriers must be discussed and dealt with so that the student has the best chance possible to complete training.

These three types of counseling overlap, and the student must be served in each of these areas in order for training to be successful. Students will need assistance at various times during the year with any or all of these areas. Counseling is a continuing process.

The Basics of Counseling

When planning to perform counseling functions, it is important that the surroundings be conducive to making the student feel comfortable. Arrange the office so that it is comfortable, quiet, and private. A choice of seating should be provided with the counselor having the option of moving from behind a desk to a position of closer proximity to the student. Windows should have curtains that can be drawn to prevent others from seeing who is visiting the counselor. The doors should be closed and directions should be given that telephone calls will not be accepted and interruptions will not be allowed during this time. This degree of privacy may not always be necessary, especially when giving general information or discussing routine matters. But it is important that the student know that personal counseling will be taken seriously by the counselor. The counselor should make every effort to keep scheduled appointments. The counselor and the student can decide the amount of time they will allot for this session at the beginning. At the end of the session, they may decide that further sessions are needed and set up a later appointment.

After the session is over, the counselor should make a written report. This is helpful if the student returns later for further counseling. Notes should not be taken during the interview however, and these records should be kept in a locked file with only the counselor having access.

The form chosen for reporting will depend upon the situation, but some general guidelines may be followed. First, relate the critical aspect of the case with evidence in the form of client statements and concrete facts to support conclusions. Then organize the data into sections. These sections might include:

1. **Description and background information** - relevant physical and health information; reasons for referral; the problem(s) presented; relevant historical and current facts relating to the student's circumstances.

2. **Counseling** - number of sessions; dates; what happened; sequence of topics; client responses; contacts with others.

3. **Personality and intellectual functioning** - description of attitudes, values, philosophies, assessments, and limitations; test data; intelligence and aptitude evaluations; vocational and other preferences.

4. **Summary and conclusions.**

5. **Recommendations and action taken** - counselor recommendations to student at termination; understandings of student concerning future action on his/her part; the degree of commitment to such action.

6. **Follow-up** - later related developments; action taken by student.

There are some general principles which may assist the counselor in conducting the session. The first priority is to establish rapport so that the student will feel at ease. The counselor must show an active interest in the student and be accepting and understanding. The counselor may introduce a topic of mutual interest to help put the student at ease. Follow the student's lead in getting into the problem. If the client consistently avoids the problem, the counselor may intervene with the question, "What did you want to discuss with me?" Let the student talk freely and tell the story in his/her own way.

Once the student has revealed the problem, the counselor should ask about the steps the student has already taken to solve this problem and how interested the student is in finding better solutions to the problem. The counselor should discuss with the student his/her attitudes toward the problem and reasons for the positions taken. The counselor should help the student see problems more objectively and in their proper perspective. But the counselor should not try to solve the student's problems. The counselor may suggest some alternatives, but the student should be the one to decide a plan of action and take responsibility for the problem. The counselor may use a variety of approaches. Follow the lead of the student in determining the approaches and techniques to use. The counselor should keep the session going by stopping periodically to summarize and restate the student's plans. The student may make a decision regarding future conferences at the close of the session.

The counselor should talk in a language that the student can understand. The counselor should not criticize or argue. This can promote guilt feelings and will cut off free expression by the student. It indicates a lack of understanding and non-acceptance of the student on the part of the counselor. The counselor should help the student understand his/her own emotional needs so that he/she may be better able to evaluate himself/herself and make better choices.

During the session, the counselor should observe reactions and mannerisms of the student and try to discover themes to the problems discussed. The counselor should watch for hidden meanings in what is being said. The student may not always be aware of these underlying problems. The counselor can help the student make these insights by recalling experiences or pointing out consistent themes. Sometimes a student may want to discuss a topic, but cannot express it. These matters usually contain a lot of emotional attachment. What is left unsaid may be more important than what is said and may make the difference in successful or unsuccessful counseling. If the student is resistant to discussing a topic, it can be dropped and brought up later when the student is more comfortable with the counselor.

The counselor should only talk or ask questions at appropriate times. Open-ended questions are often good to keep the session going and to help the student clarify statements. In a counseling session, though, silences may serve a useful purpose. The student must have time to formulate thoughts and consider what has been said. Silences also put pressure on the student to talk further. Approval may be expressed by the counselor at times to reinforce important revelations by the student or appropriate actions.

The student should leave the session with a feeling of self-esteem and a definite plan of action. The student should feel that the counselor has been able to help him/her, but it is hoped that the student will have learned something about decision-making and problem-solving for himself/herself. The counselor may accomplish no more than presenting the facts more objectively, but even this enables the student to see his/her assets, liabilities, and opportunities more clearly.

There may be problems with which the counselor is not equipped to deal, or the student may have needs that the counselor or school cannot meet. In this case, the counselor should have a network of referral sources that the student can turn to. These sources might include: public mental health centers, private psychologists or psychiatrists, social agencies, legal services, housing authorities, child care operations, transportation facilities, crisis centers, etc. The counselor should investigate these sources to see the services available and discuss appropriate ones with the student. If the student decides that additional help is needed, the counselor may make the initial contact and follow-up later to see that the student received aid.

Above all, confidentiality must be maintained after the session is over. The student must see that he/she can trust the counselor. Other students will be more willing to seek help if they know that confidentiality will be upheld.

Skills in Counseling

Certain skills are involved in the helping process. The counselor "attends" to what the student is saying, then "responds" in a way that will help the student explore his/her behavior. "Attending" involves listening to the verbal and nonverbal messages of the student. Nonverbal cues may be expressed by the student's tone of voice, gestures, facial expressions, posture, and silences. The counselor must practice four important skills to facilitate the counseling process. These are empathy, respect, genuineness, and concreteness.

Empathy is defined as understanding another person from that person's frame of reference. This is sometimes called "putting yourself in another's shoes." Respect indicates to the student that the counselor is "for" him/her, and that the counselor wants to work with him/her. To develop genuineness, the counselor must be open and spontaneous. He/she must relate to the student as a human being. The counselor must also help the student express concrete feelings and exhibit concrete behavior rather than talking in generalities. This will help when the student tries to ramble or evade important issues.

Our goal is to be able to communicate to the student that we hear and understand him/her, that we can help, and that we care, and to aid the student in his/her efforts toward self-understanding, self-exploration, and understanding others. To reach this goal we must develop patterns of verbal responding to make certain that we get these messages across to the student.

There are ten major modes of response which may be used to meet this goal. These are:

1. **Minimal Verbal Response** - occasional head nods accompanied by "uh-huh," "yes," or "I see."

2. **Paraphrasing** - restating in different words what the student has said.

3. **Probing** - an open-ended statement used to obtain more information, i.e. "Tell me more," or "Let's talk about that."

4. **Reflecting** - communicating our understanding of the student's feelings and perspective. Examples are, "You really feel angry at your instructor right now," and "It sounds like you're disappointed about your grades."

5. **Clarifying** - an attempt to focus on or understand the basics of the student's problem. Examples are, "I'm having trouble understanding what you're saying. Is it that . . ." or "I'm confused about . . ." or "It sounds to me like you're saying . . ."

6. **Checking Out** - the counselor asks the student to confirm or correct the counselor's understanding.

7. **Interpreting** - the counselor adds something to the student's statement to help the student understand his/her feelings better, the relationship of feelings to the verbal message, and how these relate to the present situation. If this interpretation is useful, it will add to the student's understanding and the student may say, "Yes, that's it." If it is not useful, the student may say, "No, not that but . . ." Either way, it gives both the counselor and student a better understanding.

8. **Confronting** - involves honest feedback about what the counselor really thinks is going on with the student. The confrontation may focus on genuineness or discrepancy. To do this use "I" messages to share your own feelings or to focus on the student's avoidance or resistant behaviors.

9. **Informing** - sharing factual and objective information. Informing should be separated from advising. If advising is used, it should be taken as a suggestion and not a demand.

10. **Summarizing** - the counselor digests what has been communicated and highlights the major affective (feeling) and cognitive (thinking) themes.

Group Counseling

Group counseling is basically the same as individual counseling, but with the added advantages of interaction from other members of the group. Group procedures, in conjunction with individual counseling, can help the "normal" person make better use of his/her life. In the vo-tech school, it is difficult to find a block of time that is not allocated, but group guidance can actually save time by striving to meet common problems of students. Some topics which might be relevant to this setting are: school orientation, developing effective study habits, career planning, financial aid, drug and alcohol abuse, entering a non-traditional field, special problems of handicapped or minorities, job seeking, etc.

The first step in setting up a group is to discover a topic which is significant to a large enough segment of the student body. Financial aid would be an area in which most students would probably be interested. Group meetings could be held to discuss the different types of aid available, the procedures for applying, and to explain how these programs are administered. The counselor might discover other topics of interest and those who might be willing to participate in a group by means of a survey or an announcement of the time that a group will be meeting.

The counselor should organize activities that will give the individual a good chance to learn from the group. Group attitudes often change individual behavior. The group should be allowed to act and interact the way they would like, within limits, but the emphasis should be on individuals. Group members must be alert to each person's feelings, as well as the reaction of the other group members to these feelings. The counselor retains the role of counselor and group leader throughout the sessions. Although he/she wants the group members to become self-sufficient, the counselor is the one with the training and experience to help the group members. The counselor must remember, though, that acceptance and understanding are just as important in group counseling as in individual. Approval or disapproval from the counselor may alienate some of the members of the group.

The following are some guidelines to help the beginning counselor get started in group work:

1. Help the group members decide on the purpose of the group and what each member can expect to gain from the experience. The group members should decide what will happen and define appropriate and inappropriate behavior.

2. Encourage everyone to participate. The primary advantage of group work over individual counseling is the feedback that group members can give one another.

3. Help group members to practice new behaviors in the group. The individual can act out the new behavior and have the group evaluate it.

4. Help individuals discover the thoughts behind the feelings expressed and the relationship among thoughts, feelings, and behavior.

5. Study nonverbal behavior to see if it agrees with verbal expression and point out contradictions.

6. Validate each person's contribution. Behavior in a group is neither good nor bad.

7. Above all, emphasize confidentiality. The group must respect the individual, and the individual must be able to trust the group.

The counselor who is not comfortable leading a group should read as much as possible on group work. He/she might also join a few groups to gain experience about how people behave in groups.

Ethics in Counseling

It is important that counselors adhere to certain standards to protect the rights of the students who confide in us. The counselor's primary obligation is to protect and promote the welfare of the student. The following are some broad guidelines which may assist the counselor in making decisions about ethics in counseling.

1. The counselor should first inform the students of limits of confidentiality, if any. Some

schools may have rules which require the counselor to take action or inform the administration if certain types of problems or activities are revealed. If no such limits exist, then the counselor should not reveal any information to anyone about the student. Only when danger exists to the student or to society should a counselor consider revealing a confidence. It may be possible, if such a situation exists, to report the condition to the authorities without revealing the identity of the student.

2. The counselor is not required to release counseling records upon the request of the police or any court official. The court must serve a warrant to legally obtain these records. Personal counseling records kept by the counselor do not have to be released when official school records are seized. These must be mentioned specifically in the original warrant or subpoenaed separately. If such information is released without a warrant, then the student has the right to bring legal action against the counselor. Licensed counselors would have some protection under the law because of "privileged communication," but those counselors who are not licensed by the State to practice counseling would not. But even if a counselor is not entitled to privileged communication, he/she does not have to reveal confidential information except under oath before a court of law. But, the counselor should encourage the student to go to the proper authorities himself/herself.

3. Records of counseling sessions should be kept confidential. The student should grant permission if sessions are to be taped and full protection of the identity of the student should be maintained.

4. Counselors should recognize the limits of their competence and refer students to other persons or agencies when a problem exists with which the counselor is not equipped to deal. If there is no referral source, the counselor may act in a supportive role by acting as an empathic listener. This may at least give the student an emotional outlet and may give him/her time to solve the problem himself/herself. If the counselor feels, though, that this role would create too many disadvantages, the relationship should be terminated. The use of psychological terminology or jargon may be harmful when misused, so should be avoided. Psychological testing should only be conducted when conditions require it. These tests should be administered only by professionals under strict conditions.

5. The counselor may consult with another professionally competent person about the student, as long as the identity of the student remains protected and the consultant is not placed in a conflict of interest situation. A counselor should not normally provide psychological counseling to a student if another professional is already working with that student. The student should be informed if information is gained from another agency or person about the student. The student's permission should be acquired before giving any information to another person or agency. Even though others may hold the same knowledge, a counselor cannot discuss information which was obtained as confidential. The counselor may be able to alert instructors or significant others to the existence of a problem on the part of the student at times without being specific about the problem.

6. All data except for personal problem information should be available to school administrators, teachers, and the student. Parents and social welfare agencies should be allowed access to test results and grades, except for psychological tests or others which require skilled interpretation.

7. A counselor should not intervene in a student's curriculum or course selection even when testing or counseling indicates that success is unlikely. The counselor may advise the student of the best choices and explain the reasons for these options, but the final choice lies with the student.

8. Within limits, the counselor has a continuing responsibility to former students who return for counseling.

9. The counselor should be aware of his/her own value system and should not attempt to force his/her own standards upon the student.

10. The counselor should attempt to gain knowledge and skills in the counseling profession by becoming professionally certified if possible, participating in college courses and seminars, joining professional organizations, and reading counseling-related literature.

It is assumed that the counselor is a skilled person who is living effectively himself/herself, and that the student learns to live effectively through the counseling process. When a student faces stressful situations, he/she may not have the skills needed to face the crisis effectively. It is hoped that a strong and effective counseling program will result in: fewer dropouts and failures, fewer unnecessary course changes, more appropriate educational and vocational planning by the students, a reduction in the number and intensity of personal problems, more adequate information available about students, better placement, a more relevant school curriculum, more self-directed students with better problem-solving skills and better self-understanding, and higher morale among students, instructors, and administrators.

*Note: Appendix A includes forms which may be used for counseling purposes.

Conclusions

1) The vo-tech counselor should provide services to students, instructors, and administrators. He/she should serve as a link between the school and the community.

2) The counselor should strive to provide individual and group counseling tailored to meet the needs of the students.

3) The counselor should conform to certain standards and utilize specific helping techniques.

Recommendations

1) The counselor employed by the school should be certified by means of a counseling degree program. This program should include counseling techniques, occupational information courses, and vocational courses. A minimal requirement for counselors would be to have accumulated college hours in these courses leading to a degree.

CHAPTER 2

THE USE OF TESTING IN THE VOCATIONAL-TECHNICAL SCHOOL

To understand a student better, it is important to discover all aspects of that student which might prove valuable in helping him/her. When used properly, tests, checklists, and rating sheets can be valuable aids for counseling.

Probably the best method to determine an individual's ability is to try him/her out in an actual situation. But this method is not always economical or practical. Testing can provide some shortcuts to this process. The student may still be on probation for a month or so to give the student and instructor time to decide if this course is the best choice for the student.

In the vocational school setting, testing is primarily conducted for the purpose of selection. This selection is a decision of the student as well as the school. In order for the best training selection to be made, the decision must be based on: (1) occupational and educational information, requirements, and opportunities, and (2) information about the student's aptitudes, abilities, interests, and circumstances. Competent counseling will help the student to interpret this information in relation to himself/herself, to make decisions regarding the future, and to find solutions to related problems. Neglecting this decision-making process will result in higher numbers of students who transfer, drop out, and fail and will increase the number of dissatisfied, maladjusted students.

In selection, the vocational school also has a responsibility to the community to meet the demands of the employment market by training adequate numbers of individuals in the kinds and levels of training needed. The school must avoid training more students than have a reasonable chance of placement in any type of course.

By itself, a test score has little significance. Tests do not explain "why" something occurs. Neither do they make decisions. A variety of tests, together with interviews and other information, must be used in combination to obtain the best picture of the student.

Tests should be selected on the basis of three traits: (1) **Validity** - the degree to which a test measures what it is supposed to measure; (2) **Reliability** - a test should yield consistent results if repeated, or if an alternate form of the same test is used; (3) **Practicality** - the suitability of the test considering the cost, the time it takes to give and score, special difficulties in giving and scoring the test, and the adequacy and convenience of the forms, directions, and interpretive data.

There are two types of tests: speed and power tests. A speed test measures the amount of work which can be accomplished during a specific time limit. A power test measures the level of difficulty the student can reach. Most students are able to complete the test even if it is timed. It is generally accepted that power tests are a better measure of intelligence than speed. However, those who perform well on power tests usually are also rapid in their responses.

It is important that multiple forms of the same test be available for retesting purposes. Because of the practice effect and the memory factor involved, it would not be suitable for one form of the test to be used more than once for any individual. Multiple forms are available for most tests for the purpose of pre-test and post-test.

Norms are standards of reference against which an individual test score is compared. In selecting a test, the counselor should first investigate the description of the group on which the norms were based. Tests are only appropriate for persons who approximate the norm group upon which the test is based. Factors to consider are: age of the group, sex, experience, socio-economic status, intellectual or educational level, native or foreign born, and vocational goal. A wide variety of students are served in the vo-tech schools. All the conditions previously stated may apply in our student populations. Therefore, when selecting tests, keep this student variety in mind to insure that the tests selected do not favor one group over another.

Prior to testing, the counselor should give attention to preparing the facilities for testing. The room used for testing should be large enough to avoid overcrowding. Adequate light, heating, and ventilation are necessary. The counselor may schedule testing in one of two ways. He/she may prefer to accept applications, schedule applicants, and conduct testing in a concentrated time period. Or, the counselor may want to schedule tests on a monthly or bimonthly basis throughout the year. A disadvantage to this method might be that some students may have lost interest by the time an opening occurs in the course

selected. The counselor will want to work out the method that best suits him/her and the students.

In the vocational-technical school, most testing will be done in a group. Group tests save time and money, and this is important when testing a large volume of persons. But, a group testing program does not lend itself well to individual observation. A student who is a poor or slow reader will probably not be discovered. Some students may not be motivated and some may be nervous. Other factors such as special experience related to the test, degree of carefulness, illness, reading disabilities, and other conditions may affect the test results. It may help for the counselor to spend a few minutes prior to administering the test in establishing rapport and putting the students at ease. He/she may suggest that students who have problems with the tests should let the counselor know.

Interpretation of the tests is as important as the administration. Scores should be stated in general factual terms without including the counselor's opinions. Actual prediction tables should be used when available. A factual analyzation of test scores allows the student to draw his/her own conclusions from the results. Many counselors encounter problems when dealing with low academic or aptitude scores. Sometimes the counselor resolves the problem by pushing the student toward a course which requires little scholastic ability. Students, though, should be made aware of their limitations, while at the same time seeing their strengths. A student who performs poorly on the verbal parts of the tests may perform very well on the apparatus test and the pencil and paper portions of the test which require no reading or math. It is important that the counselor emphasize that the abilities measured on the tests are simply measures of that particular time. If the student is willing to take remedial courses and work hard, these scores may change. Very often students are unrealistic about occupational choices. The counselor can point out low aptitudes or abilities which may hinder the attainment of a particular career. He/she can also point out careers for which the student may be better suited. The final choice is still up to the student and instructor, though.

Types of Tests

There are five types of tests which may be of interest to the vocational counselor. These are: (1) intelligence or scholastic aptitude tests; (2) achievement tests; (3) aptitude tests; (4) vocational interest tests; and (5) personality tests.

Intelligence tests are sometimes used in the vo-tech school to estimate a student's chance for success in a course. Predictions based on these tests can best be made from courses which emphasize verbal or numerical abilities. Predictions are much less accurate in courses which involve manual dexterity, creativity, or other non-academic skills. One intelligence test often used in vo-tech schools is the **Otis Self-Administering Test of Mental Ability.*** The Otis test is easy to administer and score. The test has 75 items which range from the simple to the complex. The Otis is mainly verbal, but includes some numerical and spatial questions. The test is timed for 30 minutes. The gross score can be converted to an I.Q. or a percentile score. There are six forms of the high school and college-level Otis test. Four forms can be used for machine scoring.

An updated version of the Otis has been developed called the **Otis-Lennon Mental Ability Test.*** There are two advanced forms of this test and each is timed for 40 minutes. These can also be machine scored.

The use of achievement tests has recently increased in the vo-tech schools because of the addition of remedial classes to the curriculum. The measurement of achievement is actually a measurement of the results of learning. Therefore, achievement tests cannot measure potential. Some achievement tests can be used as a diagnostic tool. Besides indicating level of achievement, tests such as this can be analyzed to determine specific areas of weakness. This information enables the remedial teacher to concentrate on these areas and individualizes instruction. In the vo-tech school, the measurement of achievement will be primarily limited to reading, math, and in some cases, language.

The achievement test utilized by the grant project was the **Metropolitan Achievement Test.*** The basic battery of this test measures reading, math, and language. The reading test is timed for 30 minutes, the math for 40 minutes, and the language for 40 minutes. One or all of these tests may be used. This test is easy to score and interpret and can be analyzed for diagnostic use. Two forms are available on the Advanced II scale for retesting purposes. The counselor may want to give a pre-test at the beginning of the year to determine those who need remedial courses, and a post-test at the end of the semester or school year to see how much progress has been made.

Achievement and intelligence tests used together often serve a useful purpose. Achievement tests may show that a student does not have the knowledge he/she must have to succeed in a particular course, but the intelligence test can show that he/she is able to acquire that knowledge if taught.

The primary type of test used in the vo-tech school is the aptitude test. Aptitude tests are used to appraise potential talents related to work. These tests assume that sub-tests can be combined in appropriate ways to indicate fitness for various occupations. Aptitude tests, though, are more subject to environment because norms are obtained from specific and uniform groups. These tests are most valuable as a starting point for occupational exploration. The primary aptitude test in the vo-tech system in Arkansas is the **General Aptitude Test Battery (GATB)*** , although some schools have begun to utilize the **Differential Aptitude Test (DAT)*** instead.

The GATB was developed by the U.S. Employment Service. The U.S. Employment Service acquired extensive data on the skill requirements of a variety of occupations. Test batteries were developed to match applicants to appropriate job openings. The GATB consists of nine aptitudes which are measured by twelve tests. All tests are pencil and paper except for finger dexterity and manual dexterity, which are measured by the use of apparatus. The test requires two and one-quarter hours for administration and approximately ten minutes per test to score. Sixty-six Occupational Aptitude Patterns (OAP's) have been established which cover 10,993 occupations. No total score is achieved; instead a qualifying OAP is selected by obtaining a minimum score on each sub-test required in that OAP. In this way, high scores in some areas do not compensate for low scores in other areas. Research on the use of the GATB test has shown that test-selected workers had lower turnover rates, achieved greater production, and required less training time. Persons who followed the recommendations from the GATB were more successful and satisfied in their work than those who entered other fields of employment. The use of the GATB test is restricted to those institutions with approved counselors who have received training in the administration, scoring, and interpretation of test results. All vo-tech schools in the state are approved as user agents of the GATB test. Counselors can usually be certified for the test by taking the test at a local Employment Security Division Office and undergoing a training session in the scoring and interpretation of the test. An interest inventory is also available for use with the GATB test.

The DAT test is similar in content to the GATB. The DAT yields nine aptitudes measured by eight tests. The test takes approximately three hours to administer and is completely pencil and paper. Alternate forms of the test are available, as well as additional materials for career planning and interest testing. The DAT has proven very useful in measuring strengths and weaknesses, predicting course success, and predicting jobs which hold the best chance for success for the student.

The counselor will want to investigate the GATB and the DAT to determine which test he/she is most comfortable with and which can best meet the needs of the students at that school. The DAT has more interpretive material to assist the counselor and is able to be machine scored. The GATB has the advantages of shorter administration time and use of apparatus tests which may be more relevant to measurement of some aptitudes than pencil and paper tests.

The fourth type of test is the interest inventory. Interest tests are not usually routinely administered in vo-tech schools but may be useful in certain situations. Individuals usually gravitate toward employment that is consistent with his/her interest, but interest does not seem to determine whether a worker's performance will be average or superior. Interest tests are based on the idea that occupational groups have certain patterns of interests. On these tests there are no right or wrong answers. The purpose is to pinpoint preferred activities.

When interpreting interest tests, the student should be made aware that an interest test does not indicate ability or aptitude, it simply indicates interest. Students may lack information on many of the activities listed on the test. He/she may know very little of the requirements and duties of some types of work. The test items are more applicable if the student has had direct contact with the activity. Interest tests have also been criticized because interest often does not remain stable over a period of time. Interest inventories are most valuable when used in occupational exploration. With the patterns indicated as high interest on the inventory, the student can further explore occupations in those patterns to discover salaries, chances for advancement, steadiness of employment, supply of workers, training required, social status, hazards, etc. Work experience can further validate occupational choices based on interest.

Many interest tests are available. One widely used interest test is the **Kuder Preference Record*** which measures nine fields of interest. The Kuder is a group test with no time limit. A special pin is used to select one liked and one disliked item in groupings of three items. The activities are assembled to form consistent

patterns. The scores are converted into percentiles with 75% being considered a significantly high interest. The norms for the Kuder allow a comparison of intensity of interest patterns to persons involved in and preparing for occupations.

The **California Occupational Preference System (COPS)*** is an interest inventory which can be used alone or in conjunction with a related values test and an ability test. The COPS interest inventory relates job activity interest scores to occupational clusters. Specific occupations of interest are pinpointed and coded to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook. Skills and abilities needed and suggested activities for experience are also listed. The COPS requires approximately 20 minutes to administer and 10 minutes to score. Results can clearly be seen on a profile sheet, allowing the student to perform career exploration with a minimum of assistance. In taking the test, the student indicates his/her degree of interest or disinterest in different activities. This interest inventory may be combined with the **Career Ability Placement Survey (CAPS)*** for ability and the **Career Orientation Placement and Evaluation Survey (COPES)*** for values to provide a comprehensive assessment. The results of these can be plotted on a Summary Guide to further narrow fields for occupational exploration.

The last category of tests is personality. Personality tests are used in vocational guidance to gain a better picture of the student. In most cases, these would not be used routinely in the vo-tech school. These tests can measure traits such as confidence, dominance, and sociability which will not be measured on tests previously mentioned, but which play a large part in vocational choice and adjustment. Counselors may use personality tests to: (1) get a better picture of the student; (2) identify normal problems which may be handled through group or individual counseling; or (3) to screen out seriously maladjusted individuals for referral. Caution must be used in employing these tests for any of these purposes. The test can be used to promote discussion and to get to know the student, but in some cases the student may not have been honest in answering the questions, whether consciously or unconsciously. Also, if the counselor is not highly skilled in this area, too much emphasis may be placed on the test results. In addition, too few school counselors are trained to distinguish between normal problems and those of a maladjusted nature and may not be equipped to handle serious cases of maladjustment. But, when the services of a trained psychologist are available, the use of a personality test as a screening device may be valuable.

To summarize, the main purpose of testing is to ensure better career planning for each student. Standardized tests offer efficiency, economy, reliability, validity, and comparability of data from student to student. Test scores are also comparatively immune to subjectivity such as teacher bias. Achievement tests measure the results of learning. Abilities in this area can be improved with the use of remedial courses. Aptitudes are relatively permanent. These tests help students to see their own strengths and weaknesses, so that they can choose careers which will emphasize their strengths. Different strengths are needed for occupations, so the primary goal is to bring the individual who possesses certain abilities and traits together with an occupation which requires those particular abilities and traits. A trained, caring counselor can help the student accomplish this goal.

*Ordering information is available on the list of related sources at the end of this chapter.

**Note: Appendix B contains a form which may be used for testing purposes.

Conclusions

1) Testing aids in selection of students for instructors and assists students in selecting courses.

2) Test selection, administration, and interpretation should adhere to certain standards.

3) Many types of tests may be utilized according to the need of the individual student.

Recommendations

1) All students enrolled at the vo-tech school should be tested prior to admission. The basic battery of tests should include an aptitude and an achievement test.

2) Test scores, along with interviews, should determine the student's plan of action while at the vo-tech school.

RELATED SOURCES

Otis Self-Administering Test of Mental Ability
Otis-Lennon Mental Ability Test
Metropolitan Achievement Test
Differential Aptitude Test Battery (DAT)

Available from: The Psychological Corporation
4640 Harry Hines Boulevard
Dallas, Texas 75235

General Aptitude Test Battery (GATB)

Information regarding the ordering of supplies or requests for other assistance should be directed to:
Counseling & Testing Division
Employment Services
Employment Security Division
P. O. Box 2981
Little Rock, Arkansas 72203
(501) 371-1893

Kuder Preference Record

Available from: Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Illinois 60606

California Occupational Preference System (COPS)
Career Ability Placement Survey (CAPS)
Career Orientation Placement and Evaluation Survey (COPES)

Available from: Edits Publishers
P. O. Box 7234
San Diego, California 92107

CHAPTER 3

REMEDIAL AND RELATED COURSES

Remedial and related courses will vary from school to school depending upon the resources available in the community in which the vo-tech school is located and the needs of the students. All schools should offer supplemental courses in reading and math. Most schools probably also have a GED course in which students without a high school diploma can work toward obtaining an equivalency diploma.

Students should be tested prior to entrance into school using a special achievement test to measure reading and math by grade levels. Some achievement batteries also contain a test for language proficiency. The counselor should work with each course instructor to determine the levels of proficiency required for that course. Eighth-grade level seems to be a common nation-wide cut-off score. The counselor may want to re-evaluate these selected levels after a few years by performing a comparative analysis of successful students with the levels required for each course. The required levels may need to be raised or lowered. A post-test using a different form of the achievement test may be done at the end of the course to determine if progress has been made.

The counselor, with the Assistant Director of Instruction, may be able to spot other resources within the school for related courses. There may be an instructor who has been involved in shop management or has owned his/her own business who might be able to teach a course in Small Business Management or Shop Supervision and Organization. The business instructor may be able to teach a typing, bookkeeping, or records management course to those who plan to open their own shops. An electronics department could offer a course geared to a particular area in another course, such as the computer command system of an electronic ignition system in Auto Mechanics. Skills taught in a particular course can often be applicable to another course in this way.

The counselor and Assistant Director of Instruction may also investigate resources and educational opportunities in the community. Some areas contain a community college as well as a vocational-technical school. The local community college can offer a wealth of possibilities for related courses. Local individuals with special skills may offer further possibilities. The primary consideration in setting up related classes should be relevance to the primary training course. Related and remedial courses should be re-evaluated periodically to ensure that the intended purpose is being met.

The counselor will spend a great deal of time coordinating these courses. The courses to be offered must be selected, a capable instructor must be located, scheduling must be done, textbooks ordered, and arrangements made for classroom space. To avoid time loss, it will probably be necessary for classes to be held on the vo tech campus. Most book companies offer a variety of textbooks which can be used for these courses. One company in particular publishes math textbooks which feature practical applications to various occupations typically taught at vo-tech schools.*

Remedial and related courses can provide valuable additions to the curriculum if relevant courses are selected and time is spent to make the operation of these classes run smoothly.

*Ordering information is available on the list of related sources at the end of this chapter.

Conclusions

1) Remedial courses may include reading, math, and/or language. Related courses are any which contribute to the overall purpose of the training course.

2) The counselor may select students for remedial courses and help organize and schedule related courses.

Recommendations

1) Every vo-tech school should provide reading and math courses taught by a certified instructor.

RELATED SOURCES

Information about occupationally relevant remedial math textbooks may be obtained by writing:

Delmar Publishers, Inc.
92 Mayfair Drive
Bella Vista, Arkansas 72712
(501) 855-1980

CHAPTER 4

FINANCIAL AID ADMINISTRATION

Although administration of financial aid programs is often time-consuming, it can prove valuable to the counselor as a resource for helping students. Many times students' problems stem from financial difficulties. A counselor who is well informed about financial aid can provide valuable assistance to students in need. Also the counselor will have more contact with students and get to know them better when he/she works with financial aid.

Vo-tech schools differ in the kind of aid available and regulations concerning Federal programs change often. Therefore, this chapter will briefly explain the primary sources of aid available in the vo-tech schools at the present time.

The major financial aid programs for vo-tech schools are: PELL Grants*, Supplemental Educational Opportunity Grants (SEOG)*, Guaranteed Student Loans (GSL)*, College Work Study (CWS)*, National Direct Student Loans (NDSL)*, the Arkansas State Scholarship Program*, the G.I. Bill for veterans*, the Job Training Partnership Act (JTPA), the Division of Rehabilitation Services, the Social Security Administration, the Arkansas Council of Farmworkers*, and local scholarships.

The five major Federal programs offered by the U. S. Department of Education are:

(1) PELL Grants;
(2) Supplemental Educational Opportunity Grants (SEOG);
(3) College Work Study (CWS);
(4) National Direct Student Loans (NDSL);
(5) Guaranteed Student Loans (GSL).

Grants are awards which do not have to be repaid. Work-study allows the student to work to earn the money he/she needs. Loans are borrowed money which must be repaid with interest. In general, any student may qualify for any of these Federal programs if the following conditions are met:

—enrolled at least half-time as a regular student in an eligible program. (In some cases, students enrolled on a less than half-time basis may be eligible for aid from the SEOG or College Work Study Program.)

—a U. S. citizen or eligible non-citizen.

—the student must show that he/she has need. (Need is defined as the difference between the student's cost of education and the amount the student and family can afford to pay. Need is determined by evaluating the information the student fills in on an aid application including factors such as income, assets, and benefits.)

—the student is making satisfactory progress, as defined by the school, in the course of study.

—the student is not in default on an NDSL or GSL loan.

—the student does not owe a refund on a PELL Grant or SEOG.

—the student, if male, is registered for the draft if he was born on or after January 1, 1960, is 18 years of age, and is not currently a member of the U. S. Armed Forces.

Undergraduates may apply for any program. Graduate students may apply for any program except PELL and SEOG.

The primary aid program for the vo-tech schools is the PELL Grant Program. Most students will use a regular application form, but a Special Condition form may sometimes be more applicable for students whose financial situation has recently changed for the worse because of death, separation or divorce, loss of job, or loss of nontaxable income or benefits. Specific circumstances are listed on the application form.

When the student files for a PELL Grant on either of the forms, he/she will receive a Student Aid Report

(SAR) eight to ten weeks after submitting the application. The student will submit all three copies of the SAR to the financial aid administrator who will use a Student Aid Index (SAI) to determine the amount of the PELL Grant.

In some cases, the Department of Education may target an application for validation. These will be marked by an asterisk next to the SAI number. Most schools require validation for every student who submits an SAR, though. This means that the student must prove that the information reported on the application is correct. The student should submit copies of the student's and/or parent's 1040 income tax form from the previous year, and if applicable, statements from the Social Security Administration and Veterans Administration verifying benefits received. Students who receive Social Security for themselves only while enrolled in school will have their PELL Grant benefits reduced by the amount received from Social Security. Students receiving VA benefits will have their PELL Grant awards reduced by one-third of the amount received from VA. Other documents may also be required by the administrator. If any of the information on the application is found to be inaccurate, the administrator may require the student to correct the information and have it reprocessed. To reprocess, the student should correct one copy of the SAR, sign it and have it signed by a parent or spouse, if applicable, and return it to the Federal Student Aid Office.

Most vo-tech schools pay students a monthly allotment from a PELL Grant based on a standard formula. Students are allowed to charge books, tuition, and sometimes uniforms at the beginning of each semester. Students may not charge more than half of the amount expected from the grant in any one semester. Usually, only two quarters of tuition are charged at one time. When a student applies for a PELL Grant after school has started, the student may submit an SAR with proper validation and be paid from the time when he/she actually started school. All SAR's for the school year must be submitted to the financial aid office at the school by June 30 or by the last day of enrollment, whichever comes first.

The primary loan program for the vo-tech school is the Guaranteed Student Loan (GSL) program. These loans in Arkansas are insured by the Student Loan Guarantee Foundation of Arkansas. For new borrowees, the interest rate is 9% and undergraduate students can borrow up to $2,500 per year depending upon the student's need. Need is determined by the financial aid administrator by calculating the student's expected contribution compared to a standard budget set up by the school for cost of education. Students must begin to repay these loans six months after they graduate from school. It usually takes four to six weeks to have loans approved by the guarantee agency.

More information about all five of these Federal programs may be obtained from a booklet called "The Student Guide - Five Federal Financial Aid Programs 1983-84." A copy of this booklet is usually sent with the orders for PELL Grant and Special Condition forms.

Students may apply for state aid by means of the Arkansas State Scholarship Program. To be eligible a student must: be a U. S. citizen, be an Arkansas resident for six months, be accepted for enrollment as a full-time undergraduate student, meet standards of satisfactory progress as established by the Arkansas Department of Higher Education, demonstrate financial need as determined by the Federally approved formula, and not owe a refund to the PELL Grant Program or be in default on a GSL or NDSL. To apply, students must complete Section H of the Family Financial Statement from the American College Testing Program (ACT) and list the state agency code number 5155 in Section I. This application should be mailed directly to ACT in Iowa. The student will be requested to send in a high school transcript at a later date after the ACT officer forwards the application to the Department of Higher Education. The application should be mailed to the ACT office by early June to ensure meeting the deadline.

The Federal and state programs may be transferred from one school to another in most cases. Under a PELL Grant, the student must request a new SAR and have the old school send a financial aid transcript to the new school. For other programs, the agency from which the aid originates must approve the transfer.

Programs such as the Job Training Partnership Act, the Division of Rehabilitation Services, and the Social Security Administration usually have a local representative to assist students in obtaining aid for training. The Division of Rehabilitation Services often will pay for books and tuition for an eligible applicant, based on his/her physical or mental disability and need. Parents receiving social security benefits will continue to receive an additional amount for any unmarried child up to 22 years of age who was attending a postsecondary institution by May, 1982. Educational benefits from Social Security are being gradually phased out.

The Arkansas Council of Farm Workers provides aid for some eligible students. To be eligible for this program, a student or parents of a dependent student must have derived 51% of their gross income for the

past year from farm-related employment. On the Farm Workers program, the student is paid a weekly training allowance and books, tuition, and supplies are paid.

Eligible persons with service between February 1, 1955, and December 31, 1976, may receive financial assistance from the Veterans Administration under the G.I. Bill. Veterans who entered the military on or after January 1, 1977, may receive benefits under the Contributory Plan. Veterans who served during or after World War II are eligible for vocational rehabilitation if they suffered a service-connected disability in active service and if the Veteran's Administration determines that vocational rehabilitation is needed to overcome the handicap. Sons, daughters, and spouses of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; who died while a disability so evaluated was in existence; or who has been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power for more than 90 days may be eligible for educational assistance. Persons who are eligible must submit copies of their DD214 or discharge papers and marriage license and children's birth certificates, if applicable.

The final source of financial aid to be discussed is local scholarships. Some vo-tech schools offer a few free tuition scholarships to students enrolled in their high school programs as incentive to enroll in the postsecondary program. Local civic groups and some business and industrial companies are often willing to sponsor a student. Recruiting these scholarship sources may take some time and effort, but it will pay off in more aid for students as well as more cooperation between the school and the community.

Federal financial aid programs are continuously changing and updates are disseminated periodically. The best way to keep up with these changes as a financial aid administrator is to join the national organization, the National Association of Student Financial Aid Administrators (NASFAA)*.

*Ordering information is available on the list of related sources at the end of this chapter.

**Note: Appendix C contains forms which may be of use in administering PELL Grants.

Conclusions

1) Financial aid programs can help attract students and ensure course completion.

Recommendations

1) All schools should become certified to administer as many programs as needed to provide aid for students to complete a training course. The minimum requirement would be for each school to qualify for PELL Grants and Guaranteed Student Loans.

2) Local sources for financial aid should be explored and developed.

3) Financial aid must be offered, but administration of the programs may not be the responsibility of the counselor.

RELATED SOURCES

PELL Grant forms
PELL Grant Special Condition forms
"The Student Guide - Five Federal Financial Aid Programs 1983-84"

Available from: Federal Student Aid Programs
Department C4-84
Pueblo, Colorado 81009

For reprocessing to correct information on the PELL Grant, the student should return the SAR to:

Federal Student Aid Programs
P. O. Box 92842
Los Angeles, California 90009

To check on the status of an application, request a copy of the SAR, or correct an address, the student should write to:

Federal Student Aid Programs
P. O. Box 92832
Los Angeles, California 90009

Student Loan Guarantee Foundations of Arkansas
1515 West 7th Street, Suite 515
Little Rock, Arkansas 72202

PELL Grants
College Work Study
National Direct Student Loan
Arkansas State Scholarship
Supplemental Educational Opportunity Grant

All may be applied for using a Family Financial Statement Packet available from:

ACT Student Need Analysis Services
P. O. Box 4005
Iowa City, Iowa 52243

Arkansas Council of Farmworkers, Inc.
National Building, Room 311
Second and Pine
Pine Bluff, Arkansas 71601
(501) 534-1557

Veteran's Administration
Toll-free number: 1-800-482-5434

National Association of Student Financial Aid Administrators (NASFAA)
1776 Massachusetts Avenue, N.W., Suite 100
Washington, D.C. 20036
(202) 785-0453

CHAPTER 5

STUDENT RECORDS

The keeping of accurate, up-to-date records is of vital importance in the vo-tech school. These records should be comprehensive enough to serve their intended purpose without burdening anyone with an overabundance of paperwork.

Individual student files should be kept in the administrative office for general information such as the application, entrance test scores, quarterly grades, disciplinary or probation reports, emergency information, proof of receipt of school handbook, placement and follow-up information, transcripts, exit forms, and any other information relevant to the student. Each student should have access to his/her own file, as well as instructors and administrators, but otherwise the files should be kept confidential. Instructors and other administrators may want to see a particular file at some time and they should be allowed. But the counselor or secretary who keeps student records should be the one to remove and replace the files to keep them in order and ensure that they are used properly. Files may be color-coded to quickly distinguish between courses and years. Current files should be stored in locked cabinets. Files from previous years should be stored in a fireproof vault.

The school should have an official transcript for graduating students who may later need proof of graduation and courses completed. This transcript should include the courses taken including related courses, grades, attendance, and whether the student withdrew, dropped, or graduated. The student must have signed a statement authorizing the school to release his/her school records which might be requested by potential employers and/or other educational institutions.

The counselor may want to keep his/her own personal student records also. These files may include information of a more personal nature such as records of counseling sessions. They may be used to record information gained in a preliminary interview which may be relevant later. The files might include records of contacts the counselor made with prospective students. This contact sheet can be used to record a name and address to send further information about the school. These files may also contain scheduling information for related courses. The counselor may want to spend some time with the course instructors working out the most expedient and thorough methods possible to keep information up-to-date on each student.

The counselor will also keep separate records for financial aid. This filing system has previously been discussed in Chapter 4. These files should list at the top the name of the student, the course in which the student is enrolled, the year, the program, and the student's social security number. Separate files should be kept for each financial aid program. Each PELL Grant folder should contain a copy of the SAR, verification data, charge slips, statement of previous attendance at any other postsecondary institution, and monthly worksheets on which the dispersement is figured. Loan files should contain copies of the loan applications and copies of the checks received by the student. Files or notebooks should also be kept for updates from Washington and financial aid organizations.

Student records are an important part of any school system. When used properly, they can be a valuable source of information to the counselor, students, instructors, administrators, and potential employers.

*Note: Appendix D contains forms which may assist in the maintenance of student records.

Conclusions

1) An accurate, complete record-keeping system is vital in tracking each student.

Recommendations

1) Student records should include an application, entrance tests scores, quarterly grades, disciplinary reports, emergency information, placement and follow-up information, transcripts, exit forms, and any other information relevant to the student.

2) The counselor should keep separate files in his/her private office for financial aid and records of counseling sessions.

3) Records should be kept up-to-date, confidential, and housed in a fireproof cabinet or vault.

CHAPTER 6

STUDENT ACTIVITIES

Student activities should be an integral part of the educational experience. There are three national student organizations which operate on the vo-tech campuses. **VICA** Vocational Industrial Clubs of America, is an organization made up of students enrolled in trade and industrial courses. **SPANS**, Student Practical Affiliation of Nurses, is an organization for students enrolled in practical nursing. **Phi Beta Lambda** is a club organized for students enrolled in business education.

All of these organizations strive to provide leadership opportunities and skill competition for students enrolled in all areas of vocational training. The course instructors are the primary sponsors of these organizations, but the counselor may assist at times in helping students run for state and/or national office, in setting up contests, or in organizing fund-raising activities.

Another student organization which often operates on the vo-tech campus is a Student Council. Often the counselor will serve as the sponsor of this organization.

The counselor should begin early in the school year to elect the representatives and officers of the Student Council. Elections may be held in a variety of ways. One procedure might be to elect a representative from each course area and elect officers from this group. Or, the counselor may choose to elect officers from the student body at large and then allow each class to elect a representative. Depending on the size of the school and the size of the classes, more than one representative may be elected from each class, or a representative and an alternate may be named. It is important to have an alternate because often the representative is absent, graduates, or withdraws from school. Each class can be sure to know of activities as long as their class is represented in the Student Council meeting.

To create interest and enthusiasm for the organization, the counselor may want to plan a school-wide election of officers. The candidates will be allowed to file for a particular office with the counselor during a one-week period. The next week is set aside for the campaigns. Candidates may put up election posters, hand out leaflets to students, or get permission from instructors to talk to each class to ask for votes. At the end of the week, the students gather for an assembly and each candidate may make a short talk addressing the issues and asking for votes. Students may be allowed to vote at lunch or break times during that day. A booth or table can be set up in the Student Center for voting. Ballots, a ballot box, and ink pens should be available. If Student Council representatives have already been elected from each class, they can help man the election booth. The counselor will tally the ballots at the end of the day and announce the election results. Promoting these elections results in greater participation among students and increased enthusiasm for the school.

A slate of officers ordinarily includes a president, vice-president, secretary/treasurer, reporter, and sometimes a parliamentarian or members-at-large. The president should plan and lead the meetings. The vice-president assists the president in planning and carrying out activities and presides when the president is absent. The secretary/treasurer keeps minutes of the meeting and collects money from fund-raising activities. The reporter is responsible for publicizing Student Council activities. He/she may edit a school newspaper. The parliamentarian ensures that correct procedures are followed in the meetings. Having positions for members-at-large allows students who are interested, but were not elected as a representative from their class, to run for a position.

Meetings may be held once per month or more often depending on the amount of business to be discussed. The counselor should send a memo or make an announcement to each class prior to each meeting. The Student Council should serve to benefit the school and its students. It should sponsor activities to help students get to know each other and to promote a feeling of school spirit. It may raise funds to donate a gift to improve the school in some way. It may also benefit the community by participating in local philanthropies and raising money for charity.

On the grant project, the Student Council sponsors a Fun Day each year close to the beginning of the school year to help students get to know each other and develop enthusiasm for the school. On Fun Day, various contests are organized in which students who place first, second, and third may win points for their course area. Examples of such contests include: men's and women's football and softball throw, singles and doubles horseshoes, checkers, darts, men's and women's free throws, penny or clothespin drop, golf

ball putting contest, Simon Says, egg toss, pie eating, drinking, bubble gum blowing, hog calling, sack race, water ballon toss, arm-wrestling, obstacle course, etc. A wide variety of contests should be available so that everyone will want to participate in at least one contest. More than one contest will going on at a time. Students must sign up ahead of time for the contests they want to participate in. The amount of persons allowed to participate in each contest should be limited, perhaps allowing two persons from each class to participate in any activity. Courses which have an exceptionally large enrollment may want to divide into two teams so that more of their students can participate, such as Nursing I and Nursing II. The faculty members serve as judges and also compete against the students as a team. Points are gained on the basis of five points for first place, three points for second place, and one point for third place. The class with the largest number of points at the end of the day wins a trophy. All first, second, and third place winners receive a ribbon.

A few contests may be scheduled so that no other activities are going on at that time to allow for more spectators. An example of this might be the obstacle course. In this contest, five persons may enter as a team from each class. In this race each person runs a leg of it while performing some other activity. It may best be run on a baseball diamond. A set of old clothes is provided that each person must put on when starting and take off when reaching the next person. The participants may be required to jump rope from one base to another, step in and out of tires, go over and under sawhorses, push a wheelbarrow, run backwards, or perform any number of acts while running from base to base. Each team is timed and the team completing the race in the shortest length of time wins. Contests such as pie eating, drinking, hog calling, etc. may be held after the obstacle course and prior to lunch so that everyone can watch.

On this day, the Student Council provides a picnic lunch free of charge for all the students. The instructors cook hamburgers and hot dogs for everyone. After lunch an awards ceremony is held in which the president, assisted by the vice-president, hands out the ribbons and trophy.

An activity such as this requires a great deal of planning and organization. First, the contests must be selected and equipment gathered. A roster of contests with the time the contest will be held is sent to each class. A student may sign up for as many events as he/she would like, but everyone should be given a chance to participate. A poster should be made and put in a prominent place to list the contests and the persons competing from each class. The judges must be selected and provided with a copy of the procedures and rules of the contest, as well as a roster of those who will be participating. Instructors who will volunteer for cooking duty must be found and the food must be ordered. The Student Council officers and representatives can help with all of these duties.

Students and faculty alike seem to enjoy Fun Day and even the reluctant become involved before the day is over.

The Student Council organized under the grant project always conducted a philanthropy at Christmas time. The primary activity in the past two years has been "Toys for Tots." One year the Student Council joined the efforts of a local community service group. Another year the drive was conducted for students who were having difficulties providing Christmas for their children. In this project, students brought new or used toys and sometimes food to donate. Each local community may have drives to collect money for a worthy cause in which the Student Council may want to participate.

In the spring a softball tournament is held. Each class is allowed to enter a team, but must pay an entry fee of $15 or so. The faculty also usually has a team. Some small classes may combine to make up one team. The tournament is single elimination, and a schedule must be drawn up by randomly assigning teams to play each other. This should be done by drawing numbers or using some other method which will ensure fairness. Rules must be established and umpires selected for each game. A trophy is given for the overall winner of the tournament.

Various fund-raising projects are conducted throughout the year. Student Council members may want to affiliate with a fund-raising company to sell items for profit. Or they may want to organize their own activities to raise money. A "Pie-In-The-Eye" contest is held the week prior to Fun Day. In this contest, anyone can enter anyone else in the competition by putting up an entry fee, usually $5 or $10. A jar is then set up for each contestant so that students, faculty, and staff can vote for the person of their choice to receive a pie in the face on Fun Day. Each vote costs 1¢ and one may vote as many times as he/she would like. The amount of money collected for each person is kept secret until Fun Day when all the contestants are called to the front. The person with the most money collected gets a pie in the face.

Student Council members also sell vo-tech tee-shirts. The Student Council may want to organize a dance or movie showing and charge an admission fee. A snack bar could be set up during various times to

sell refreshments for profit.

Student organizations are an important part of the curriculum at any vo-tech school. They provide opportunities for leadership, skill competition, chances for socializing, and build school unity and pride.

Conclusions

1) Student activities can contribute to a feeling of unity among students and help develop enthusiasm for the school. Some organizations may help develop leadership and a competitive spirit.

Recommendations

1) Participation in student activities is optional for the counselor.

CHAPTER 7

PLACEMENT AND FOLLOW-UP

Placement and follow-up are often neglected or haphazardly performed activities in an educational setting, but both of these are very important to the success of the school. The course instructors have a primary role in these activities, particularly in placement, but the counselor should also be very active in these areas.

It has already been established that the counselor should help the student discover his/her aptitudes, abilities, interests, and personality traits. For placement to be successful, these characteristics must be matched to courses available at the school and jobs available in the community. Therefore, a counselor must have information about occupations, particularly those for which the vo-tech school offers training.

Accurate and current occupational information is essential for the counselor. The United States Government Printing Office (GPO) is the single largest publisher of occupational information in the world. One of the most valuable resources published by the GPO is the **Occupational Outlook Handbook.*** The Occupational Outlook Handbook contains information about the occupations which employ the greatest number of workers. Each section details the nature of the work, working conditions, places of employment, training and other qualifications required, employment outlook, earnings, related occupations, and sources to write for additional information. A new edition of this book is printed each year, and it is kept up to date during the year by a journal called the **Occupational Outlook Quarterly.***

The **Dictionary of Occupational Titles (DOT)*** is also extremely valuable as a resource for the counselor and student. The DOT defines over 20,000 occupations and also provides a system for classifying and filing occupational information.

The Government Printing Office publishes many other materials which may be used by the counselor for current national occupational information. The local United States Employment Service (USES) can provide current information about the local geographic area. Each individual Employment Security Division office can assist in identifying community employment needs.

There are also many private publishers which offer occupational information. Many of these companies provide occupational filing systems with periodic updates. The counselor may want to write for catalogs from these companies: Career Aids, Inc.*; Careers, Inc.*; Chronicle Guidance Publications, Inc.*; CTB/McGraw-Hill*; and Science Research Associates, Inc.*

Placement should occur as a natural progression from training. This emphasis on placement accomplishes several objectives: it provides a valuable service for the students, it helps keep curriculum current, it keeps the school better informed about the job market and the skills needed by employers, and it establishes favorable relations between the school and the community.

Several avenues exist to create these linkages with employers. Course instructors should have contacts from their own previous employment in the field. In addition, the counselor may perform employer surveys to discover each employer's needs and willingness to cooperate. The advisory board for each course, as well as the counselor's advisory board, can assist in this area. On-the-job training placements may pave the way for permanent job placements. Career Days can be held to invite employers in the community to the school to speak, set up display booths, or interview students.

The counselor must also become familiar with the operations of the employers as well as inviting employers to become more aware of the school. The performance of job analysis can assist in this aim. Job analysis involves a study of the specific requirements which compose a certain job. It is concerned with the duties and conditions of a particular job, and the individual qualifications required of the worker. A job analysis of the employment opportunities in the training areas within the vo-tech school will help the counselor become more aware of the skills needed in these occupations and assist the student in making better and more realistic choices of training.

The school's responsibility to the student is not ended until the student has made satisfactory adjustment into a job or other activity after graduation. Follow-up can help meet this obligation. Follow-up may serve several purposes: (1) as an evaluation of the school - course content, instruction, guidance services, etc.; (2) to discover continuing needs of the students which may be met by the school or by referral; and (3) to

provide employment information - salaries, promotional opportunities, information about how the jobs were obtained, skill requirements, etc. about the school's graduates.

Non-graduates, as well as graduates, should be included in surveys. Information can be obtained from dropouts about job placements with limited skills and reasons for discontinuing training. Follow-up surveys may be conducted by mail, telephone, through personal contact, or a combination of all these methods. The course instructors often can provide information about the student's placement. There are advantages and disadvantages to all these methods, though. Contact by mail is often expensive and insufficient, as a 40% return may be expected. When conducting a survey such as this, a postage-paid envelope should be included to facilitate the return of the questionnaires. Telephone surveys are less expensive, but more time-consuming. Personal contacts are very time-consuming and expensive, although this method may allow contact with the former student and his/her employer. A combination of these methods may produce the best results. Employer surveys are important, too, to determine the employer's level of satisfaction with the employee. These surveys should be easy to administer, to complete, and to tabulate. They should be conducted on a time schedule to ensure the progression of the project.

Follow-up studies often tend to make people uncomfortable, but the results of these studies should be welcomed so that programs and services can be improved to provide the best training possible for students.

*Ordering information is available on the list of related sources at the end of this chapter.

**Note: Appendix E contains forms which may be used in placement reports and follow-up.

Conclusions

1) Placement and follow-up serves as an evaluation of the success of the training program.

Recommendations

1) The counselor should assist in placement on a limited basis by disseminating occupational information and helping to establish linkages between the school and community employment agencies and business and industry.

2) The counselor should play a primary role in follow-up by collecting data and organizing the placement information.

RELATED SOURCES

Occupational Outlook Handbook
Occupational Outlook Quarterly
Dictionary of Occupational Titles

Available from: The Bureau of Labor Statistics
2nd Floor, 555 Griffin Square Building
Dallas, Texas 75202

The address of the Government Printing Office is:

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Local career information may be obtained by writing:

Director, Arkansas State Occupational Information
Coordinating Committee
P. O. Box 5162
Little Rock, Arkansas 72205

Career catalogs available from:

Career Aids, Inc.
8950 Lurline Avenue
Department W23
Chatsworth, California 91311

Careers, Inc.
1211 10th Street, SW
P. O. Box 135
Largo, Florida 34294-0135

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

CTB/McGraw-Hill
Southern Regional Office
2310 Parklake Drive, N.E., Suite 106
Atlanta, Georgia 30345

Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, Illinois 60606

CHAPTER 8

EMPLOYABILITY SKILLS

Job-seeking and job-retention skills are as important for the student to acquire as any other skill included in the curriculum. In many cases in the vo-tech schools, related instructors already teach these employability skills. If no one at the school has this responsibility though, then the counselor should undertake this task.

This course can fit almost any time frame, but certain topics should be included. These topics are:

1. How to look for a job
2. Letters of application
3. Resume
4. Application for employment
5. Interviews
6. How to keep a job/Getting along with supervisors and co-workers.

The course can be organized in a number of ways, but probably the best is to teach each training area as a group. In this way, even though the same topics are being taught to each group, examples and materials may be geared to the course in which the students are enrolled.

The course could begin with a lecture and discussion of the ways in which to look for a job. The various types of ads, the different methods of job-seeking, and the services of private and public employment agencies should be explained. Discussion should also center on the types of communication - verbal, nonverbal, and written - and their importance in job-seeking.

In the next section, the students should learn how to write a letter of application, a resume, and how to fill out applications. These forms should be related to the training area. The counselor may be able to acquire actual applications from companies who hire in that field. The counselor should also make sure that each student has a chance to have his/her resume typed so that it is ready to be submitted to an employer after graduation. If a course in business education exists at the school, this instructor may agree to have his/her students type the resumes for the students in the other classes as a learning experience.

After students have their job-seeking forms prepared, they are ready to learn to interview for a job. The counselor may use filmstrips or videotapes to demonstrate the proper way to interview and mistakes which are commonly made. Appropriate dress and behavior for interviews should be discussed. The counselor may want to have the students role-play interviews. Canned interview sheets may be used for this purpose. Or the counselor may prefer to develop his/her own scripts related to the training course for the interviewer and interviewee. The rest of the class may critique the interview or an observer may perform this duty. The counselor may even want to invite a personnel manager or one who hires in this field in the community to come in to interview and evaluate the students' performance.

The last section can deal with interpersonal relations on the job and ways to handle personality conflicts. The use of filmstrips and discussion can usually accomplish this objective.

The remainder of this chapter is a list of sources that the counselor may want to consult for more specific information to aid in teaching employability skills. This list of resources includes books, filmstrips, and activity kits along with ordering information.

Conclusions

1) Employability skills can help ensure that the student is able to gain and maintain employment after completion of training.

Recommendations

1) Although employability skills are important, this is an optional activity for the counselor.

RELATED SOURCES

BOOKS

How to Sell Yourself - The Job Seekers Bible by Lawrence E. Barlow, M.A. A VCA Publication. 1981. P. O. Box 1566; Lakeside, California 92040-0950. A guide to finding and keeping a job, with discussions of employment qualifications, applications, openings, interviews, resumes, and recommendations.

Choosing to Work by Leonard Cohen. Reston Publishing Company, Inc. A Prentice-Hall Company. Reston, Virginia. 1979. A job-seeking guide geared specifically to persons with special problems or conditions - handicapped, changing careers, ex-offenders, college graduates, veterans, etc. Includes several sample resumes and letters of application.

What Color Is Your Parachute? by Richard Nelson Bolles. Ten Speed Press, Box 7123, Berkeley, California 94707. Revised annually. A guide to help you choose the job you want with tips on how to find that job and be hired. Includes a resource guide for books and professional help.

The Job Hunt: The Biggest Job You'll Ever Have by Robert B. Nelson. Pragmatic Publications, P. O. Box 30082, St. Paul, Minnesota 55175. A brief, inexpensive workbook for job-seeking. Includes several sample resumes, letters of application, and thank-you letters.

WORKBOOKS & JOB SEARCH KITS

Job Survival Skills Multimedia Program
A 15-part program to help students develop effective communications skills, build positive self-confidence and job attitudes, and learn to obtain and keep a job. Includes 13 cassette-filmstrips, 12 copies of the student activity kit, and gaming materials.

Janus Workbooks - Job Applications - Get Hired, 13 Ways to Get a Job
- Job Interview Kit - Don't Get Fired, 13 Ways to Hold Your Job

Janus Job Ticket Book
Simulated interview guides to role-play job interviews.

School Speciality Supply, Inc.
3525 South Ninth Street at Berg Road
P. O. Box 1327
Salina, Kansas 67401
Toll free # 800-255-0130

Milliken Vocational Education Teaching Aids - Getting a Job - Keeping a Job
Color transparencies and duplicating masters to promote discussion.

Fairview Audio Visual Company
1405 No. Pierce, Suite 203, Level 2, Forest Heights Office Building
Little Rock, Arkansas 72207
(501) 661-1157

Pathways for Career Guidance and Career Education - Catalog and price list. Offers a wide variety of workbooks and filmstrips pertaining to the job search and success on the job.

Career Aids, Inc.
8950 Lurline Avenue, Dept. W23
Chatsworth, California 91311
(213) 341-8200 or 341-8201

CHAPTER 9

INSERVICE TRAINING

The counselor should always work closely with the vo-tech instructors in meeting the needs of students. But the instructors may be able to gain from activities planned by the counselor specifically for instructors. These activities may take the form of inservice training.

In planning inservice training, a survey is helpful to determine the topics of interest to the instructors. Examples of topics for inservice might be:

Services of the Guidance Program
New Technological Developments
Equipment Demonstrations
Disabilities in the Classroom
Communication Skills
Social Agency Services
(Mental Health,
Social Services,
Employment Office,
Cooperative Extension Office, etc.)

Motivation & Goal Setting
Basics of Counseling
Detecting and Dealing with Drug Abuse
Stress Management
First Aid
Cardiopulmonary Resuscitation
Local Government
Investing Your Money
Changes in Income Tax Laws
Protecting Your Home

These topics will usually require a guest speaker from the community. Tours of local attractions or businesses may also be of interest to instructors.

In planning inservice training, the counselor should try to ensure that the speaker is knowledgeable and is able to make an interesting presentation. Most lecture-type programs should run no longer than an hour so that a high interest level may be maintained. Some topics though, such as CPR or Basics of Counseling, may require several meetings. These may best be planned on a weekly or bi-weekly basis until completed. The frequency of inservice meetings may depend upon other activities going on at the school, but these meetings should occur at least once per quarter.

Inservice training can be beneficial to all if it is well planned and relevant to the interests of the majority of persons involved.

*Note: Appendix F contains a survey form which may be used to determine topics for inservice training.

Conclusions

1) Inservice training can provide information of interest to instructors to help in the classroom or to enrich their personal knowledge. Inservice can cover a variety of topics.

Recommendations

1) Inservice training is an optional responsibility for the counselor.

CHAPTER 10

RECRUITING AND PUBLIC RELATIONS

Recruiting and public relations are two important functions which must be performed by any vo-tech school. The counselor may be required to include these duties in his/her schedule if no one else is specified to perform these tasks.

The first step in recruiting and promotion is to gather materials needed to explain the programs available at the school. This may include brochures, hand-outs, displays, slide presentations, or videotapes. Often new materials may need to be developed or old ones updated. Materials should be comprehensive, concise, and free from bias. Arrangements should be made for portable audiovisual equipment to be used with these materials if needed when going out into the community. The primary topics for these written and visual aids would be to explain the courses available at the school, and perhaps the financial aid programs available as well.

The best contacts for recruiting are the counselors in the local high schools. But these counselors need accurate and up-to-date information about available programs and job opportunities to be able to promote vocational education. The vo-tech counselor may need to do a "selling" job at times to convince others of the worth of the programs. The vo-tech counselor should establish lines of communication with local schools, provide school brochures and catalogs, and invite them to attend special programs and activities. If a food service department exists at the vo-tech school, the counselor may want to invite counselors or other personnel from surrounding high schools to come in for lunch and a tour of the school. The vo-tech counselor may request permission to go into the high school to give presentations about the training offered at the vo-tech school. The vo-tech counselor will definitely want to attend any Career Days sponsored by the local schools to set up a display and talk with interested students. Some of the local high school counselors should also be included on the vo-tech guidance advisory board. These positions can be rotated to allow participation by every high school. The vo-tech counselor may also want to conduct a Career Day for high school students to visit the vo-tech school for tours or to spend time in a few courses in which they may be interested. He/she may want to send out letters to all the high school seniors telling them about the training offered and asking them to visit the school.

Many vo-tech schools offer high school courses or have access to a vocational high school. This provides an excellent recruiting resource. The vo-tech counselor should arrange to test these students and spend time individually with them to discuss their plans after high school. The counselor may set up talks by the postsecondary instructor to these secondary vocational students to explain the benefits of further training.

Another important area for the counselor to establish good relations is with the media. The counselor should spend time establishing rapport with representatives of local newspapers, radio stations, and television stations. It may be beneficial also to invite them to lunch and a tour of the school. They should be informed of special events at the school, as well as new course offerings, equipment, or other curriculum updates. The counselor should also prepare advertisements, news releases, or public service announcements if no one else has this responsibility. Several guides are available to help the counselor learn to prepare these news articles and advertisements. These are listed at the end of this chapter.

The counselor may want to contact other members of the community as well as high schools and the media. Local civic groups, parents' organizations, and professional and occupational groups may be interested in the programs offered by the vo-tech school. Often the members of these groups may be interested in serving on an advisory board, contributing scholarship money, contributing equipment for a particular course, encouraging children or friends to enroll, or enrolling themselves for training on a full-time or part-time basis. Local business and industry may be interested for those same reasons. In addition, business and industry may want to arrange for short-term training in a specific area for some of their employees or may be interested in placing some vo-tech graduates in their organizations.

At least once a year, a special event should be held at the vo-tech school. This event would most often be an Open House or banquet in connection with National Vocational Education Week. These events should be well-planned and advertised in advance to provide for maximum exposure for the school. A concentrated effort should be made to involve as many people as possible. Other special events might

include a Career Day in which potential employers visit the school or a Trade Fair in which students exhibit their skills.

The possibilities for recruiting and public relations are endless. The counselor will have a limited amount of time to spend on these activities, but they are important enough to be included. Some excellent sources are listed in the following section to assist with these activities.

Conclusions

1) Recruiting may involve participation in Career Days, placing advertisements in the media, and conducting tours of the vo-tech school. Public relations is a function that everyone in the school performs through their contacts with the community.

Recommendations

1) Although recruiting and public relations is important to the school, it may be an optional activity for the counselor. He/she may perform some of these functions on a limited basis.

RELATED SOURCES

Promoting Vocational Education - A Public Relations Handbook for Vocational Educators. The American Vocational Association, Inc., 1510 H Street, N.W., Washington, D.C. 20005. Order # 10178.

Promote the Vocational Education Program - Module LT 58B-9 A Competency-Based Administrator Module. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Other competency-based materials by The National Center for Research in Vocational Education at The Ohio State University are available at your local vo-tech school or by writing:

American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602.

Module A-3 Report the Findings of a Community Survey
Module C-26 Present Information with Audio Recording
Module C-27 Present Information with Televised and Videotaped Materials
Module F-4 Provide Information on Educational and Career Opportunities
Module G-1 Develop a School - Community Relations Plan for Your Vocational Program
Module G-2 Give Presentations to Promote Your Vocational Program
Module G-3 Develop Brochures to Promote Your Vocational Program
Module G-4 Prepare Displays to Promote Your Vocational Program
Module G-5 Prepare News Releases and Articles Concerning Your Vocational Program
Module G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
Module G-7 Conduct an Open House
Module G-8 Work with Members of the Community
Module G-9 Work with State and Local Educators

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Paterson, Donald G.; Schneidler, Gwendolyn G.; Williamson, Edmund G. **Student Guidance Techniques.** New York: McGraw-Hill Book Company, Inc., 1938.

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APPENDIX A
COUNSELING FORMS

Permission was granted for use of some forms by Forest Echoes and Pulaski Vocational-Technical Schools.

COUNSELOR CONTACTS

DATE: _____

NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____

METHOD OF CONTACT: Telephone _____ Personal _____ Letter _____

COMMENTS: _____

_____

_____

FOLLOW-UP: _____

_____

_____

ANECDOTAL RECORD

NAME: _____

DATE: _____

REASON FOR VISIT: _____

_____

_____

_____

_____

_____

_____

_____

RECOMMENDATION: _____

_____

_____

_____

_____

_____

FOLLOW-UP: _____

_____

_____

_____

_____

INTERVIEW SHEET

Name:_____ Course:_____

	G	V	N	S	P	Q	K	F	M
GATB Scores:	_____	_____	_____	_____	_____	_____	_____	_____	_____

Reading Level:_____ Math Level:_____

High School Diploma or GED: Yes No

Highest Grade Completed:_____

1. Why do you want to take this course?

2. Have you had any previous experience in this area?

3. List any educational institutions attended other than high school. (vo-tech, college, specialized school, etc.)

4. Do you need financial aid in order to attend school? (Refer to Guidance Counselor)

5. Health Status: Consider applicant's past history, injuries, operations, and physical handicaps.

Comments: (Dress, behavior, punctuality, etc.)

Explain: Costs
- Tuition
- Books & Supplies
- Tools

Procedures
- Hours - 8:00 a.m. to 3:00 p.m.
- Days - Monday through Friday
- Lunch Breaks
- Length of Course
- Attendance Policy
- Rules

Accepted: Yes No Quarter:_____

INDIVIDUAL NEEDS PLAN

NAME:

EDUCATION:

FINANCIAL: Working - Full-time:

Part-time:

Assistance:

BEOG	_____
CETA	_____
Rehab	_____
VA	_____
Scholarship	_____
Social Security	_____
Other	_____
Explain:	

EMOTIONAL:

PHYSICAL/HANDICAPS:

Kind(s) of medication:

SOCIAL:

CAREER GOALS:

APPENDIX B
TESTING & REFERRAL FORMS

Name _____

Department _____

Test Results

	G	V	N	S	P	Q	K	F	M
GATB -	___	___	___	___	___	___	___	___	___

Reading Level _____

Math Level _____

Other tests and results: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

G E D

Pretest _____

Recommendations _____

_____

_____

_____

_____

_____

_____

Class Scheduled _____

Completed GED _____

APPENDIX C
FINANCIAL AID FORMS

ID#_____

COMPUTATION OF PELL AWARD

Award Period Covered:

Name:_____ Eligibility Index:_____

S.S.#:_____ Total BEOG Award:_____

Department:_____ Maximum Hours in Program:_____

Enrollment Date:_____ Length of Academic Year in Hours:_____

Termination Date:_____ Clock Hours in Payment Period:_____

Instaliment Period Covered: Accumulative Hours to Date:_____

From:_____ Check Received By: #_____

To:_____ _____
(Signature) (Date)

---

1. Cost of Attendance:

(a) Tuition and fees for academic year	$ 200.00	
(b) Room and Board	1,100.00	
(c) Books, Supplies, and Misc. Expense	400.00	$1,700.00

2. Full-time scheduled award. _____

3. Expected disbursement: _____ _____ _____
1st half 2nd half

4. Disbursement for payment period. (Total award ÷ 2 x clock hours in this payment period ÷ ½ of the program's maximum hours in academic year)

_____ ÷ 2 = _____ x _____ ÷ _____ = _____

5. Charges for books and/or registration fees to be deducted this payment period. _____

6. Disbursement for payment period less charges for books and/or registration fees. _____

Disbursements to Date	$_____	Expected Disbursement	$_____
Disbursement this period including charges	_____	Less Total Disbursements	_____
Total Disbursements	$_____	Balance of Award	$_____

_____ _____
Date Signature - Student Aid Officer

FINANCIAL AID TRANSCRIPT

INSTRUCTIONS: *A financial aid applicant who has previously attended another eligible postsecondary school, college, or university on at least a half-time basis is required by federal regulations to submit the Financial Aid Transcript to document financial aid status at the previous school. The applicant should complete Section A and forward the form to the Student Financial Aid Office at the previous school. A separate transcript must be completed for each school previously attended.*

SECTION A **To be completed by the student.**

Name _____ Social Security Number _____
Last First Initial Maiden

Name used at previous school (if different from above) _____

I authorize the Student Financial Aid Office at _____, which I attended from
Name of previous school

Month/year to Month/year to provide the information requested in Section B to the school addressed below.

At the previous school, ☐ I did ☐ did not receive financial aid.

_____
Student's Signature

_____
Street Address

_____
City State Zip

Fold here for use in window envelope

SECTION B **To be completed by the Student Financial Aid Office at the previous school.**

The award information requested below has not been provided because:

☐ The student is in default on a Title IV loan or owes a repayment on a Title IV grant received for attendance at this institution.
☐ The student received no financial aid from this school. ☐ Was not eligible ☐ Did not apply ☐ No funds available
☐ The transcript would only include information based on records that this institution is no longer required to keep under the records retention regulations.
☐ This institution participates in the PELL GRANT program under the Alternate Disbursement System and currently does not also participate in the SEOG or NDSL program.

Sources of Assistance	Amounts of Assistance (List amounts disbursed excluding refunds)	
	Current Year 19 – 19	Cumulative Total (including current year)
SEOG		
Pell Grant Total Disbursement Scheduled Award		
NDSL		
GSL/FISL (optional)		
Plus (Auxiliary) (optional)		
SSIG/State Grant (optional)		
Other Aid (identify each) (optional)		

The student has has not received SEOG funds at this school.
The student was was not required to enroll in a noncredit remedial course of study (optional).
The student owes a refund on a Pell Grant or SEOG received for attendance at this school. ☐ yes ☐ no
The student is in default on NDSL received for attendance at this school. ☐ yes ☐ no
The school has knowledge that the students owes a refund on SSIG. ☐ yes ☐ no
The school has knowledge that the student is in default on GSL, FISL, or plus (Auxiliary) ☐ yes ☐ no

Comments _____

_____
Authorized Signature Typed Name Title

_____
Name of School Address Telephone

_____
City State Zip Date

Form developed by the [illegible] Association of Student Financial Aid Administrators and recommended by the Office of Student Financial Assistance

Revised 2/82

Form **4506**
(Revised December 1981)

Department of the Treasury – Internal Revenue Service

Request for Copy of Tax Form

OMB Clearance Number
1545-0429
Expires 10-31-84

Important: Before completing this form, please read all instructions on the back.

1. Name and address of taxpayer(s) as shown on tax form

2. Taxpayer's social security number as shown on tax form

3. Spouse's social security number as shown on tax form

4. Current address if different from above

5. Employer identification number as shown on tax form

6. Kind of tax *(income, excise, estate, etc.)*

7. Mail copies to

8. Tax form number

9. Tax period ended

10. Document locator number *(if known)*

11. Requester's telephone number

12. Internal Revenue Service office where tax form was filed *(see instructions)*

13. If you are requesting certification, please check here. ☐ *(See instructions)*

14. Do you want copies of all pages and attachments?
☐ Yes ☐ No *(If you checked "No," please answer item 15.)*

15. Do you want copies of
☐ Page 1 only? ☐ Schedules only? ☒ Other *(see item 16)*

16. If you checked "Other" in item 15, please specify what copies you want.
PELL GRANT VALIDATION

17. How many copies of each page requested do you want?

Signature of taxpayer, requester, or officer *(see instructions)* | Date

Signature of person attesting, if corporate return *(see instructions)* | Date

Privacy Act Statement — This notice is provided in accordance with the Privacy Act of 1974. We need the personal information requested above in order to gain access to your return in our files, properly respond to your request, and bill you for copies provided. If you do not furnish some or all of the requested information, we may not be able to fill your request.

Paperwork Reduction Act Notice — The Paperwork Reduction Act of 1980 says we must tell you why we are collecting this information, how we will use it, and whether you have to give it to us. We ask for the information to carry out the Internal Revenue laws of the United States. We need it to ensure that taxpayers are complying with these laws and to allow us to figure and collect the right amount of tax. You are required to give us this information.

Form **4506** (Rev. 12-81)

Return to: Internal Revenue Service, Austin, Texas 73301

APPENDIX D
STUDENT RECORD FORMS

APPLICATION FOR ENROLLMENT

NAME _____ Soc. Sec. No. _____

ADDRESS _____ Telephone No. _____

_____ County _____

DATE OF BIRTH _____

COURSE PREFERRED:

FIRST CHOICE _____ DESIRED ENTRY DATE _____

SECOND CHOICE _____ FULL TIME ( ) PART TIME ( )

LAST SCHOOL ATTENDED _____ HIGHEST GRADE COMPLETED ____

ADDRESS OF SCHOOL _____ YEAR GRADUATED _____

IF STATE FURNISHED TRANSPORTATION, WOULD YOU RIDE? YES ( ) NO ( )

PREVIOUS WORK EXPERIENCE (Most Recent)

Employer	Town	Job Title	From	To

MILITARY SERVICE

Branch _____ Type of Work _____ Special Courses _____

WHAT ARE YOUR VOCATIONAL OBJECTIVES?

_____

_____

APPLICANT'S SIGNATURE _____ DATE _____

The program and services of Vocational Technical School are in compliance with Titles VI, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and operates, manages, and delivers services without regard to age, religion, handicap, sex, race, color, or national origin.

COMPLIANCE COORDINATOR:

OVER

SUPPLEMENT TO STUDENT APPLICATION

VOCATIONAL OR CAREER PLANS

Why do you want to take this course? _____

_____

What do you plan to do when you finish this course? (Check one)

( ) Look for a job

( ) Already have a job in mind

Where _____

( ) Start own business

( ) Other (explain) _____

_____

What type of job do you want? _____ _____

_____

Where will you accept employment? (Check one)

( ) Home town only

( ) This area of the State

( ) Anywhere in the State

( ) Out-of-State

How did you become aware of Vocational Technical School?

( ) Teacher

( ) Friend

( ) High School Counselor

( ) Former Student

( ) School Pamphlet

( ) Newspaper

( ) Radio

( ) Telephone Book

( ) Other _____

I hereby authorize this school to release my school records that might be requested by potential employers and/or other educational institutions.

Date _____

Signature _____

Witness _____

STUDENT RECORD

Instructor _____ Date _____

Program: _____ Grade: _____ School: _____

Name: _____ Soc. Sec. No: _____ Phone: _____
Last First Middle

Address: _____ Date of Birth: _____ Age: _____ Sex: _____

_____

In Case of Emergency, Contact: _____ Address: _____ Phone: _____

or _____ Address: _____ Phone: _____

Insurance Co: _____ Insurance No: _____

Family Doctor: _____ Office Phone: _____ Home Phone: _____

Allergies/Handicaps: _____
(Please Specify)

The above information can be used for school records and/or to insure safety of students. This confidential information is not to be released to employers or the general public.

Date of Enrollment: _____ Date of Withdrawal: _____

Date of Completion: _____ Total Days Absent: _____

Instructor's Comments: _____

_____

PLACEMENT RECORD

Date of Employment	Job Title	Place of Employment	Address of Employer	Salary

Nondiscrimination Statement
The Arkansas State Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap or disability.

SCHOOL EXIT FORM

STUDENT'S NAME : _____

PRESENT MAILING ADDRESS : _____

_____

PHONE NUMBER : _____

SOCIAL SECURITY NO. : _____

OCCUPATION BEFORE ENTERING SCHOOL : _____

PREVIOUS MAILING ADDRESS & PHONE NUMBER : _____

_____

_____

NUMBER OF INSTRUCTIONAL HOURS COMPLETED : _____

COURSE : _____

LETTER GRADE OF INSTRUCTIONAL HOURS ISSUED _____ IF WITHHELD, REASON

_____

_____

REASON FOR LEAVING : _____

IF GOING TO WORK, IS IT IN A RELATED FIELD? _____

NAME & ADDRESS OF EMPLOYER : _____

_____

_____

WAS A CONFERENCE WITH THE STUDENT, INSTRUCTOR, AND DIRECTOR OF INSTRUCTION HELD PRIOR TO LEAVING ?

REMARKS : _____

_____

_____

DATE _____

STUDENT _____

INSTRUCTOR _____

DIRECTOR OF INSTRUCTION _____

STUDENT EXIT FORM

Name: _____ Program: _____

Address: _____ Social Security Number: _____

_____ Telephone Number: _____

Enrollment Date: _____ Termination Date: _____

Reason for Leaving:

Completed Course _____
Poor Attendance _____
Poor Performance _____
Family Care _____
Moving _____
Personal Problems _____
Financial Difficulties _____
Other: (Explain) _____

_____

_____

_____

_____

Employment: _____ Related _____
Unrelated _____

Date Hired: _____

Job Title: _____

Employer: _____

Address: _____

_____

Telephone Number: _____

Supervisor: _____

Wage: _____

Date Terminated: _____

Was a conference with the student, instructor and Coordinator of Student Services held prior to the student leaving? _____ Yes _____ No

Remarks: _____

_____

Training Status of Student at Termination:

____ Completed Program

____ Completed 50% or More of Program

____ Completed Less Than 50% of Program

Total Hours Attended: _____

Student _____

Instructor _____

Coordinator of Student Services _____

Employment: _____ Related _____
Unrelated _____

Date Hired: _____

Job Title: _____

Employer: _____

Address: _____

_____

Telephone Number: _____

Supervisor: _____

Wage: _____

Date Terminated: _____

Employment: _____ Related _____
Unrelated _____

Date Hired: _____

Job Title: _____

Employer: _____

Address: _____

_____

Telephone Number: _____

Supervisor: _____

Wage: _____

Date Terminated: _____

VOCATIONAL TECHNICAL SCHOOL
STUDENT EVALUATION

Name _____

Department _____

Date _____ Quarter _____

SUBJECT MATTER	TOTAL HOURS	HOURS ATTENDED	GRADE

	Exceptional	Good	Average	Below Average	Poor
Attitude					
Adaptability					
Work Habits					
Work Accomplished					
Accuracy of Work					
Knowledge of Job					
Appearance					

REMARKS: _____

_____
INSTRUCTOR

STUDENT PROBATION FORM

Student's Name: _____

Program: _____

Instructor: _____

Quarter: 1st Quarter _____
2nd Quarter _____ Quarter Began _____
3rd Quarter _____
4th Quarter _____ Quarter Ends _____

Reason for Probation:

_____ Attendance - Absent _____ Days _____ Hours

_____ Poor Performance - Grade _____

_____ Disciplinary

_____ Other (Explain) _____

_____

Comments: _____

_____

_____

Action Taken: _____

_____

_____

_____

Date _____ Student _____

Instructor _____

Student Services Coordinator _____

Vocational Technical School

State of Arkansas DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

OFFICIAL TRANSCRIPT **DATE** _____

RECORD OF _____

Permanent Address _____ Telephone _____
Present Address _____ Telephone _____
Date of Birth _____ Place of Birth _____
Social Security Number _____ Marital Status _____ No. children _____

_____
(name of parent or guardian) (relation) (address of parent or guardian)

Date admitted _____ For _____ Program
(high school, vocational, assoc. degree)

Graduate of _____ in _____
(name of high school, city & state) (date)

Course Number	Dept.	Descriptive Title	Total Hours	Grade	Additional Remarks

EXPLANATION OF GRADES	MEMORANDA
A Excellent 93 - 100 B Above Average 85 - 92 C Average 76 - 84 D Conditional 65 - 75 F Failing 0 - 65 W Withdrew from course	

This is to certify that _____ has successfully completed the above program of classes at this Vocational Educational Institution. This is an official transcript and the student is in good standing unless otherwise indicated.

_____
Signed

_____
Dated

DRAFTING

STUDENT FINAL RECORD AND/OR TRANSCRIPT

Name of Student _____ Date of Birth _____

Address _____ Soc. Sec. No. _____

_____

Dates: Entered Drafting _____ Completed _____

Dropped with Marketable Skill _____ Dropped with No Skill _____

SUBJECT MATTER	TOTAL HOURS	FINAL GRADE
Introduction to Instrument Drawing		
Lettering		
Geometric Drawing		
Multiview Drawing		
Sections		
Auxiliary Drawing		
Fasteners		
Mathematics		
Interpersonal Communication		
Dimensions		
Pictorial		
Specialized Drawing Problems		

	EXCEPTIONAL	GOOD	AVERAGE	BELOW AVERAGE	POOR
Attitude					
Adaptability					
Work Habits					
Work Accomplished					
Accuracy of Work					
Appearance					

EXPLANATION OF GRADES

A	Excellent 93-100
B	Above Average 85-92
C	Average 76-84
D	Conditional 65-75
F	Failing 0-65
W	Withdrew from Course

Signed _____

Date _____

STUDENT FINAL RECORD AND/OR TRANSCRIPT

Name of Student _____ Date of Birth _____
(Last) (First) (Maiden)

Address _____ Soc. Sec. No. _____
(Street & No.) (City) (State)

School of Practical Nursing _____

Address of School _____

Affiliating Hospital _____ Average Bed Capacity _____ Daily Pt Av _____

Dates: Entered Practical Nurse School _____ Withdrew _____ Completed _____

Title of Organized Courses and/or Nursing Practice	Theory Hours	Clinical Conference Hours	Weeks of Clinical Practice			Final Grade
			Days	Evenings	Nights	
Nursing of Adult Patients With Medical and Surgical Conditions						
Nursing of Mothers and Infants						
Nursing of Children						
Basic Nursing Principles and Skills						
Mental Health and Care of Mentally Ill						
Vocational Relationships						
Body Structure and Function						
Personal, Family, and Community Health						
Pharmacology						
Nutrition in Health and Illness						
Learnership						
Elective (Specify)						
TOTAL						

(Signed) _____

(Title) _____

Sworn and subscribed to this _____ day of _____, 19 _____.

_____
Notary Public

My Commission expires _____

IM—3-73—74405—PPASCo.

TRANSCRIPT

Student _____ Course _____

Date Entered _____ Date Dropped _____ Date Completed _____

MACHINE SHOP, QUARTER I (quarterly averages)

	Theory	Lab.	Average	Hours
A. Bench Work				
1. Hand Tools				
2. Layout Procedures				
3. Fasteners				
B. Metals and Alloys				
C. Pedestal Grinders				
1. Grinding Wheels				
2. Offhand Grinding				
D. Power Saws				
E. Drills and Drilling Machine Operations				
F. Safety				
G. Precision Measurements				
H. Bluepring Reading				
I. Mathematics				
			Total Hours	
			Hours Absent	
			Hours Tardy	
			Hours Attended	

Remarks: _____

_____

_____

_____

QUARTER II (quarterly average)

	Theory	Lab.	Average	Hours
A. Lathe				
1. Turning and Facing				
2. Threading				
3. Drilling and Boring				
4. Tapering				
5. Special Attachments				
6. Special Operation				
B. Shaper				
1. Holding Devices				
2. Shaping of Metal Surfaces				
C. Communications				
			Total Hours	
			Hours Absent	
			Hours Tardy	
			Hours Attended	

Remarks: _____

_____

_____

APPENDIX E
PLACEMENT & FOLLOW-UP FORMS

Vocational Technical School

State of Arkansas

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Dear Former Student:

I would like to ask your cooperation in completing the enclosed questionnaire. It is important for future planning that we know how successful your training has been.

The results from these surveys will be tabulated to indicate strengths and weaknesses of our school and its programs. All names will be kept confidential.

Please complete this survey as soon as possible and return it in the enclosed envelope. Thank you for your cooperation.

Sincerely,

Guidance Counselor

Enc.

FOLLOW-UP AND EVALUATION

Name _____ Social Security # _____
Last First Middle Init.

Address _____ Telephone # _____

_____ Age _____ Sex _____

Program _____

PLACEMENT RECORD

Date of Employment	Job Title	Place of Employment	Salary
		Name of Company: City/State:	

Comments: _____

_____

EVALUATION

Your answers to these questions will provide helpful information to your instructor. You are requested to rate your instructor on the points listed below. Following the rating items is an area for comments. Rate the instructor accurately and honestly. Make any comments you wish in light of improving or maintaining the quality of the program of instruction in which you are participating.

Use these ratings: 1. Hardly Ever 2. Sometimes 3. Most of the Time 4. Always

INSTRUCTIONAL

Answer	Item	Question
1 2 3 4	1	Classroom presentations are presented in an orderly manner.
1 2 3 4	2	The instructor seems well prepared for class.
1 2 3 4	3	The instructor makes clear what I am expected to learn.
1 2 3 4	4	This course is well organized.
1 2 3 4	5	I feel free to ask questions or express opinions in class.
1 2 3 4	6	The instructor seems concerned that I am learning the material.
1 2 3 4	7	The instructor explains how I am to be graded.
1 2 3 4	8	The instructor seems to assign grades fairly.
1 2 3 4	9	The instructor makes good use of class time.
1 2 3 4	10	The instructor answers questions adequately.
1 2 3 4	11	The instructor seems willing to discuss my progress in this course.
1 2 3 4	12	Major course topics are dealt with in sufficient depth.
1 2 3 4	13	The instructor demonstrates knowledge of subject taught.
1 2 3 4	14	The instructor demonstrates tolerance and patience.
1 2 3 4	15	The instructor stresses safe work habits.
1 2 3 4	16	The instructor presents a variety of challenging problems to students.
1 2 3 4	17	The instructor shows enthusiasm in day to day activities.
1 2 3 4	18	The instructor makes self available for helping student with difficulties.
1 2 3 4	19	The instructor uses students' time well.
1 2 3 4	20	The instructor uses a variety of methods and materials in presenting the subject.

Yes___ No___ I think this textbook is useful in this course.
Yes___ No___ I put a great deal of effort into this course.
Yes___ No___ I am able to keep up with the work load in this course.
Yes___ No___ I would recommend this course to others.
Yes___ No___ I would recommend this instructor to others.

Comments: _____

_____

STAFF (Director, Asst. Director, Finance Director, Counselor, Public Relations, Bookkeeper, Secretaries, Maintenance, etc.)

Explain any problems or successes in dealing with any staff member. _____

_____

_____

FOLLOW-UP FORM

Student Name: _____ Social Security No. _____ -

OE Code: _____ Training Area: _____

This report is authorized by law while you are not required to respond to this survey. Your cooperation is needed to insure that the results of this effort be comprehensive reliable and timely.

1. What is your current educational status? (Check one)
   _____ Currently Attending school
   _____ Not Currently Attending School

2. What is your current employment status? (Check one)
   _____ Employed in the field of training
   _____ Employed in a full time Military Service
   _____ Unemployed but seeking employment
   _____ Not in labor force and not seeking employment

If employed please answer the remaining questions.

3. Please provide following information on present job:

   Name of company or firm (if self-employed, please write self)

   _____

   Company or firm mailing address _____

   City _____ State _____ ZIP Code _____

   Your immediate supervisor _____
   (Last) (First)

   Present Job Information: Job Title _____

   Job Duties _____

   _____

   _____

4. Is this job related to your field

   _____ Yes, it is direct or closely

   _____ No, it is only remotely related or not related

   What is current salary $_____ per _____.

   How many hours per week? _____

GRADUATE SURVEY

Name _____

Address _____

Telephone _____

Employment Status

Present Employer _____ _____

Address _____

Type of Work Performed _____ _____

If you have had more than one employer since graduation, complete the following:

Former Employer _____

Address _____

Type of Work Performed _____

Reason for Leaving Job _____

_____

Comments (write us a note----------we'd love hearing from you)

_____

_____

_____

_____

_____

_____

_____

_____

1981-82 PLACEMENT

Course	Graduates	Employed In Field	Employed In Other Field	Unemployed	Furthering Education	Unknown	%Employed In Field
Appliance Service	8	5	1	1	0	1	86%
Auto Body Repair	8	3	2	3	0	0	62%
Auto Mechanics	11	7	0	1	2	1	87%
Building Trades	12	9	1	0	1	1	100%
Business Education	12	6	2	2	0	2	80%
Electronics	27	12	3	0	8	4	100%
Food Service	6	4	1	0	1	0	100%
Hotel/Motel Management	10	2	3	3	1	1	63%
Offset Printing	8	4	1	3	0	0	63%
Outboard Motor Repair	9	4 full-time 3 part-time	0	1	1	0	88%
Practical Nursing*	See Below						
Small Engine Repair	8	7	0	0	1	0	100%

	Graduates	# Passing State Boards	# Not Passing State Boards	# Unknown or Did Not Take Boards
*Practical Nursing	51	31	14	6

# Employed by Hospitals	# Employed Nursing Homes	# Employed Private Duty	# Employed Other Related	# Unemployed	# Unknown	% Employed In Field
38	1	1	1	4	6	91%

1981-82 PLACEMENT

Average Salaries

APPLIANCE SERVICE - Most begin employment as Technician Trainees. Usually promoted to Technician after 1 year. Beginning salaries range between $4.00-$4.50 an hour. After 1 year, salaries rise to approximately $6.00 an hour.

AUTO BODY REPAIR - Most body shops hire graduates as helpers at a salary of $3.50-$4.00 hourly. A good auto body repairperson may work up to $12.00-$15.00 per hour with commission after a few years experience.

AUTO MECHANICS - Many graduates starting salaries range between $3.35-$5.00 an hour. A good auto mechanic may work up to $7.00-$12.50 an hour with commission.

BUILDING TRADES - Starting salaries ranged from $4.00 - $7.50 per hour. Maximum reached $8.00-$9.00 per hour.

BUSINESS EDUCATION - A wide variety of businesses may hire secretaries. Most businesses had a starting salary of $3.35-$3.75 per hour. After a few years, these secretaries could expect to make $4.00-$5.20 per hour. An exception to these salary ranges are the larger industrial companies. These salaries were much higher at an average of $8.00 for an entry level secretary.

ELECTRONICS - Few electronics technicians are employed in Hot Springs. Salaries statewide ranged from $18,000-$29,000 per year.

FOOD SERVICE - Most entry level cooks started at a salary of $3.35-$4.00 per hour. A cook could expect to work up to a salary of $5.00-$6.50 per hour.

HOTEL/MOTEL MANAGEMENT - Most graduates of this course obtain employment first as a front desk clerk. An average starting salary ranges from $3.50-$3.85 per hour and may increase to $4.00 after the probation period.

OFFSET PRINTING - Beginning printers start at a salary of $3.35 to $4.00 per hour and progress to $6.00-$7.00 per hour.

OUTBOARD MOTOR REPAIR - Most of these mechanics begin by performing minor mechanical duties with a salary range of $3.50-$4.00 per hour. As these mechanics progress to incentive and commission pay, hourly rates increase to $10.00-$11.00 per hour.

PRACTICAL NURSING - LPN's working in hospitals have a beginning salary of $4.59-$5.25 per hour. Those who are employed in a specialty area begin at $4.71-$5.45 per hour. Those who choose to work a night shift will start at $5.60-$5.77 per hour. Average salaries for nursing homes range from $3.70-$5.50 per hour as a starting salary. There is no shift differential.

SMALL ENGINE REPAIR - Most small engine mechanics begin at $3.35 per hour and may progress to up to $12.50 per hour with commission.

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

PLACEMENT AND FOLLOW-UP REPORT

	1980-81		1981-82	
	Full Time	High School	Full Time	High School
Total Enrolled	20	11	21	13
GRADUATES	16		8	
—— Employed in Related Field	10		5	
___ Employed in Unrelated Field	1		1	
* —— Continuing Education	3		2	
* —— Not in Labor Force	2			
—— Status Unknown				
—— Unemployed				
DROPOUTS	4		7	
—— Employed in Related Field	1		1	
CARRYOVERS			6	
% of Graduates Employed in Related Field (of those available for employment)	91%		83%	
% of Dropouts Employed in Related Field (of those available for employment)	25%		14%	

*Not counted in total number available for placement - not in work force.

SURVEY OF EMPLOYMENT
POLICIES FOR SKILLED WORKERS IN INDUSTRY

DO YOU HIRE SKILLED WORKERS FROM THE PRODUCTION WORK FORCE?

_____ ENTIRELY
_____ GIVE PREFERENCE TO THEM
_____ NO--HIRE BEST APPLICANT FOR THE JOB

IF SO, WHICH FACTORS ARE USED FOR SELECTION?

_____ SENIORITY
_____ TRAINING
_____ OTHER (SPECIFY) _____

HAVE YOU EMPLOYED ANY VO-TECH SCHOOL GRADUATES FOR SKILLED JOBS? YES ____ NO ____

IF SO, HOW DO YOU RATE THEIR ABILITY?

_____ NO BETTER THAN OTHER INEXPERIENCED EMPLOYEES
_____ ABLE TO PRODUCE MUCH MORE QUICKLY IN THE BEGINNING
_____ ABLE TO IMPROVE MORE RAPIDLY
_____ WEAK IN THESE AREAS _____

_____

WHAT TYPE OF SKILLED EMPLOYEES DO YOU HAVE IN YOUR PLANT?

NUMBER

_____ DRAFTSMEN
_____ ELECTRONICS
_____ ELECTRICAL MAINTENANCE
_____ EQUIPMENT MAINTENANCE
_____ MACHINISTS
_____ TOOL & DIE MAKERS
_____ WELDERS
_____ OTHER
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ _____ _____

MPANY TOWN COMPANY REPRESENTATIVE

APPENDIX F
INSERVICE SURVEY FORM

INSERVICE SURVEY

1. How valuable would inservice training be to you?

___ Valuable to me
___ Unsure
___ Little or no value

Comments: _____

_____

_____

2. Would you be willing to participate:

___ Once per month
___ Twice per month
___ Other

Comments: _____

_____

_____

3. Would you prefer this training to be presented by:

___ Other instructors at
___ Community resource persons
___ Both

Comments: _____

_____

_____

Check any of the following topics you would like to cover in inservice workshops. Please list other topics of interest to you.

INTERPERSONAL SKILLS

___ Communication Skills
___ How to Motivate Your Students
___ Goal-Setting
___ Teacher Effectiveness Training
___ Basics of Counseling
___ Other: _____

_____

_____

COMMUNITY SERVICE

____ Chamber of Commerce
____ Fire Prevention
____ Protecting Your Home Against Break-In
____ Mental Health Services
____ Cooperative Extension Service (lawn, garden, home)
____ Consumer Protection
____ City Officials or Local Politicians
Names or Offices _____

_____

____ Investing Your Money
____ Income Tax Deductions
____ Detecting Drug Use
____ Services for the Elderly
____ Other: _____

_____

_____

_____

HEALTH

____ Handling Disabilities in the Classroom (handicaps, epilepsy, etc.)
____ Nutrition; Benefits of Vitamins and Minerals
____ CPR
____ Physical Fitness
____ First Aid
____ How to Control a Habit
____ Other: _____

_____

_____

_____